DOCUMENT RESUME

ED 083 631 CS 200 790

TITLE	Ninth Grade Language Arts Skills Objectives and Interpretative Data.
INSTITUTION	Escambia County Board of Public Instruction, Pensacola, Fla.
PUB DATE	Aug 73
NOTE	84p.; Prepared by the Ninth Grade Teachers and Supervisory Staff of the Language Arts Department of Escambia County School Board
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Behavioral Objectives; Composition (Literary); *English Instruction; Evaluation Criteria; Evaluation Methods; *Grade 9; *Language Arts; Listening; Literature; Mass Media; Nonverbal Communication; Reading; *Secondary Education; Speaking; Verbal Communication

ABSTRACT

The purpose of this document is to provide ninth grade English teachers with a set of language arts skills objectives. Included are a domain chart, terminal objectives with supportive evidence information, and log sheets for recording coverage of objectives. Skills objectives cover nonverbal language, listening, speaking, literature/reading, verbal language, composition, and mass communications. Interpretative data includes definitions of the objectives, recommendations for their use, activities intended to assist teachers in using the objectives, evaluation suggestions, and plans for the development of additional objectives. (LL)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED 083631

NINTH GRADE LANGUAGE ARTS SKILLS OBJECTIVES

for

Escambia County School District

as produced by

Ninth Grade Teachers and Supervisory Staff
August, 1973

Language Arts Department
Escambia County School Board
Pensacola, Florida

J. E. Hall, Superintendent of Schools

CS 200 790

FILMED FROM BEST AVAILABLE COPY

PREFACE

The following compilation is a result of two years' planning with department chairmen and others, two workshops covering more than 80 clock hours for fifteen ninth grade English teachers, four revisions of the original drafting of the objectives of which the final one reflects the judgments and recommendations of all ninth grade English teachers in the district who responded to the inquiry sent them regarding the proposed objectives, and considerable man-hours spent by the staff and clerical personnel of the County Language Arts Department in editing, typing, collating, and binding into final form. These involved and extensive efforts force recognition of the fact that this compilation of objectives is an expensive document. The expense, however, will be more than justified if the original purpose of the product has been realized--namely, to place in the hands of each ninth grade English Teacher a highly usable, comprehensive set of language arts skills objectives that can serve to insure every ninth grade student in the district a full and productive experience in the acquisition and development of language skills appropriate for his age and grade level.

The following document includes only the domain chart, the terminal objectives with their supportive information, and log sheets for recording coverage of objectives. In a companion booklet will be found explanatory information that must be thoroughly understood by the teacher before the objectives in this document can be put to best use. A continuing need will exist for this instrument throughout the instructional year, but such a need will not exist for the explanatory material once teachers have thoroughly familiarized themselves with it through inservice or otherwise: hence, two publications.

The importance of this instrument should be strongly emphasized. In its proper place in the scheme of instruction, it will form a part of the Comprehensive Plan for the district. Assessment and accreditation requirements form a vital part of this compilation. All future county-wide evaluations of ninth grade language arts instruction will take these objectives into account. Individual school ninth grade programs should therefore include these objectives somewhere within the program design, and all ninth grade English teachers should consult these objectives religiously in planning instruction.

This instrument is the product of the following Escambia County ninth grade English teachers: Annie Bailey, Mary E. Cook, Jeanne Earnest, Annie P. Farish, Elsie M. Feuchtinger, Alice Fulkerson, Mamie Hixon, Rebecca Lisenby, Carol Livingston, Lamar E. Moore, Don T. Sanford, Easter R. Stein, Bessie Jean Strebeck, Sophia B. Terrell, Julianne S. Whitten, and Dorothy I. Woolley. To them is due the credit for whatever is commendable herein; to the Language Arts Supervisor and his staff is charged the responsibility for theoretical discrepancies and editorial faults.

Project Director:
Ray Strebeck,
Language Arts Supervisor

August 1, 1973

Outline: Ninth-Grade Language Arts Skills Objectives

I. Non Verbal Language (Strand)

- A. Body Action Language (Sub-strand)
  Terminal Objective No. 1
- B. Object Language
  Terminal Objective No. 2

II. Listening

- A. Response to Oral Messages
  Terminal Objective No. 3
- B. Evaluative Listening
  Terminal Objective No. 4
- C. Sound Discrimination
  Terminal Objective No. 5
- D. Response to Non Verbal Communication
  Terminal Objective No. 6

III. Speaking

- A. Basic Oral Communication
  Terminal Objective No. 7
- B. Delivery Skills
  1. Voice Production (Category)
     Terminal Objective No. 8
  2. Bodily Action
     Terminal Objective No. 9
- C. Organizational Skills
  Terminal Objective No. 10
- D. Interactional Skills
  1. Interpersonal Techniques
     Terminal Objective No. 11
  2. Participation in Decision Making
     Terminal Objective No. 12

IV. Literature/Reading

- A. Basic Reading Skills
  1. Word Identification Review
     Terminal Objective No. 13
  2. Word Meaning
     Terminal Objective No. 14
  3. Comprehension--Literal Level
     Terminal Objective No. 15
  4. Dictionary, Other Reference and Study Skills
     Terminal Objective No. 16
- B. Literature
  1. Types of Literature and Literary Conventions
     Terminal Objective No. 17
  2. Critical Skills
     Terminal Objective No. 18-Advanced

V. Language--Verbal

A. Grammars--Sentence Syntax
Terminal Objective No. 19
B. History of English Language
Terminal Objective No. 20
C. Dialects and Specialized Languages
Terminal Objective No. 21
D. Language Ethics
Terminal Objective No. 22

VI. Composition/Written Communication

A. Vocabulary
1. Word Formation/Spelling
Terminal Objective No. 23
2. Word Meaning
Terminal Objective No. 24
B. Syntactic
1. Basic (Simple) Sentences
Terminal Objective No. 25
2. Variations (Transforms) of Basic Sentences
Terminal Objective No. 26
3. Compound and Complex Sentences
Terminal Objective No. 27
C. Rhetorical Skills
1. Functional Writing and Encoding Skills
Terminal Objective No. 28
2. Structure
a. Topic Concept (Sub-category)
Terminal Objective No. 29
b. Order and Development
Terminal Objective No. 30
c. Conventions for Readers
Terminal Objective No. 31
3. Style
Terminal Objective No. 32
4. Standard Rhetorical Forms
Terminal Objective No. 33
D. Creative Writing
1. Figurative Language
Terminal Objective No. 34-Advanced
2. Literary Techniques
Terminal Objective No. 35-Advanced
3. Control of Form
Terminal Objective No. 36

VII. Mass Communications

A. Print Media
Terminal Objective No. 37
B. Audio Media
Terminal Objective No. 38
C. Visual Media
Terminal Objective No. 39

Strand: Non-verbal Language

Sub-strand: Body-Action Language

TERMINAL OBJECTIVE NO. 1

After initial instruction and practice, students will demonstrate 75% correct performance in the sending and receiving of messages via facial expressions, body positions and movements, and timing.

Enabling Objectives/Activities

(Recommended) Have students view pictures of people and identify attitudes conveyed through facial expressions.

(Recommended) Give students a message, and have them demonstrate different meanings for it through facial expressions.

(Recommended) Have students view pictures illustrating various postures and identify the message being conveyed.

(Recommended) Give students an excerpt from a story that lends itself to pantomime, and have students present the excerpt to an audience through pantomime only.

(Optional) Have students identify personality types through peers' demonstration of posture and movement.

(Optional) Give students a role-playing situation, and have them demonstrate the message through gestures only.

(Optional) Have students pantomime different types of messages, e.g., distress signals, messages between sweethearts, signals used by umpires and referees in baseball, football, and basketball.

Resources

1. Teachers should use their own experiences to devise resource materials to achieve terminal objective.
2. Speak Up! (Macmillan, 1964), Ch. 3.3
3. Looking at Language (Addison Wesley, 1973), Ch. 3
4. Voices 1 (Ginn, 1969), Ch. 4
5. Communicate (McDougal - Littel, 1971), Chs. 1 and 2
6. Contemparary English 9 (Silver Burdett, 1973), Chs. 3 and 4
7. Modern Speech, Rev. Ed. (Holt, Rinehart, and Winston, 1966), Ch. 14
8. Dynamics of Language 3 (Heath, 1971), Ch. 3
9. Professional articles from English Journal, Media and Methods, and other professional publications.

Evaluation of Terminal Objective

1. Teacher-made rating sheet for use in making teacher and/or peer evaluations.
2. Teacher-made objective tests.

Strand: Non-verbal Language

Sub-strand: Object Language

TERMINAL OBJECTIVE NO. 2

After initial instruction and practice, students will demonstrate 70% correct performance in recognizing messages communicated by the object language of possessions, personal appearances, structural designs, and fixed environments.

Enabling Objectives/Activities

(Recommended) From sets of contrasting pictures of possessions, have students tell what each communicates.

(Recommended) Have students describe the appearance of five different people dressed appropriately for their respective occupations, and from these descriptions identify their occupations.

(Recommended) Using highway signs, have students determine what each communicates by its shape and color.

(Recommended) Give students shapes such as a spire, a cross, a barber's pole, a caduceus, and have students tell what each communicates.

(Optional) Give students five different objects with no apparent relationships to each other, and have students arrange the objects in such a way as to communicate some message.

(Optional) Have students find and present in class a poem in which an object or objects communicate a specific message.

(Optional) Have students describe from personal experiences a particular object and its private meaning (message) for the narrator.

Resources

1. Contemporary English 9 (Silver Burdette, 1973), Chs. 3 and 4
2. Voices 1 (Ginn, 1969), Ch. 4 and teacher's media workbook
3. Dynamics of Language 3 (Heath, 1971), Ch. 2
4. Creative Word 3 (Random House, 1973), Units 1 and 4
5. Dynamics of Language 2 (Heath, 1971), Ch. 1
6. Communicate (McDougal-Littel, 1971), Chs. 1 and 2
7. Speech Communication (Addison-Wesley, 1973), Ch. 2
8. Current professional literature on teaching has information on this subject, e.g., English Journal

Evaluation of Terminal Objective

1. Teacher-made rating sheet should be used by teacher and peers.
2. Teacher-made objective test.

Strand: Listening

Sub-strand: Response to Oral Messages

TERMINAL OBJECTIVE NO. 3

After review and practice, students will demonstrate 60% correct performance in responding to oral messages such as instruction, social exchanges, inquiries, and laughter-evoking humor.

Enabling Objectives/Activities

(Recommended) Have students respond to verbal questions.

(Recommended) Have students respond to oral directions.

(Recommended) Have students respond as participant in conversations and discussions.

(Recommended) Have students retell narrative events after listening to someone else relate the events.

(Optional) Have students indicate by laughter, smiles, or other visible response comprehension of orally-presented, humorous anecdote intended to evoke laughter.

Resources

1. Speak Up! (Macmillan, 1964), Ch. 2
2. Modern Speech, Rev. Ed. (Holt, Rinehart, and Winston, 1966), Chs. 3 and 4
3. Responding: Writer-Reader Sequence: Words and Beyond, Teacher Ed. (Ginn, 1973)
4. Modern English In Action (Heath, 1968), Ch. 3
5. Stories, poems, plays to which students can readily respond.

Evaluation of Terminal Objective

1. Role playing evaluated on basis of teacher-made check list
2. Objective rating sheet--for teacher and/or peer evaluation
3. Evaluative tests:
   Modern Speech, Rev. Ed. (Holt, Rinehart, and Winston, 1966), Ch. 4
   Speak Up! (Macmillan, 1964), Ch. 2

Strand: Listening

Sub-strand: Evaluative Listening

TERMINAL OBJECTIVE NO. 4

After review, instruction, and practice, students will demonstrate 70% correct performance in developing awareness of effective listening habits, in distinguishing between hearing and listening, and in identifying 3 types of listening: appreciative, critical and discriminative.

Enabling Objectives/Activities

(Recommended) Have students close their eyes, listen to different sounds, and list them in the order of their occurrence.

(Recommended) After reading a list of names of 10 class members, have students write as many as can be recalled.

(Recommended) After making an announcement of some school event in which certain essential information was omitted, have students describe in writing the kind of information that was omitted.

(Recommended) After giving instructions, have students write the directions given.

(Recommended) After making an assignment, have students list (1) the subject, (2) content covered, (3) directions for completion, (4) materials required, and (5) date due.

(Optional) Use a student or another teacher to time a student's length of concentration on a speaker as evidenced by observable physical behavior. Repeat this process periodically to evaluate increase or decrease in attending.

(Optional) Implement a sequence of listening drills in which each drill is spoken more rapidly than the previous drill. Continue the sequence until most students are unable to attend satisfactorily.

(Optional) Make a chart on how much time is actually spent each day in listening.

(Optional) After reading a short story aloud, have students describe the setting and one or more of the main characters and state the theme.

Resources

1. Speak Up! (Macmillan, 1964), Ch. 3
2. Warriner's English Grammar and Composition 9, (Harcourt, 1965), Ch. 21
3. Modern English in Action 9 (Heath, 1971), Ch. 3
4. Teacher-made resource materials

Evaluation of Terminal Objective

1. Evaluative tests:
   Modern Speech, Rev. ed. (Holt, Rinehart, and Winston, 1966), Ch. 4
   Speak Up! (Macmillan Co., 1964), Ch. 2
2. Oral Activities related by teachers and/or peers and evaluated by teacher-made check list.

Strand: Listening

Sub-strand: Sound Discrimination

TERMINAL OBJECTIVE NO. 5

After review and additional instruction, students will demonstrate 60% correct performance in distinguishing significant inflections, medial and final sounds, and in discriminating accurately between "sound-alikes."

Enabling Objectives/Activities

(Recommended) Have students identify various meanings of a statement read orally using different inflections (Oh, look! Here it comes.)

(Recommended) Have students identify pronunciation errors made in the reading of a list of commonly mispronounced words (*athelete for athlete).

(Recommended) Have students distinguish the difference in meanings and spellings of sound-alikes when spoken discriminately (there, they're).

(Recommended) Have students listen to oral statements made by a peer and identify any words ending in d, t, s, or ing in which these endings were omitted or not distinctly pronounced.

Resources

1. Speak Up! (Macmillan, 1964), Ch. 2
2. Voices 1 Guidebook (Ginn, 1969), Section 23
3. Language in Your Life 2 and 3 (Harper Row, 1966), Lesson 1-4 in both volumes
4. Modern English in Action (Heath, 1968), Ch. 15
5. The Roberts English Series: A Complete Course (Harcourt, 1967), Ch. 3
6. Warriner's (Harcourt, 1958), Ch. 18, 20
7. Dynamics of Language 2 (Heath, 1971), Ch. 4

Evaluation of Terminal Objective

1. Teacher-made identification test
2. Teacher-made objective test
3. The Roberts English Series: A Complete Course (Harcourt, 1967), Ch. 4 test

Strand: Listening

Sub-strand: Response to Non-verbal Communication

TERMINAL OBJECTIVE NO. 6

After additional instruction and practice, students will demonstrate 70% correct performance in responding appropriately to given non-verbal sound stimuli.

Enabling Objectives/Activities

(Recommended) Give students a series of sounds (a siren) and have students respond appropriately by yielding right-of-way or by holding attention until expected behavior is apparent.

(Recommended) At the sound of a bell, have students vacate the room according to a planned procedure.

(Optional) Using a record expressing different thythms, have students respond with different body movements that appropriately interpret the different rhythms.

Resource

1. Teachers should use their own experiences to devise resource materials to achieve terminal objective.

Evaluation of Terminal Objective

1. Teacher and/or peer observation evaluated by use of teacher-made checklist.

Strand: Speaking

Sub-strand: Basic Oral Communication

TERMINAL OBJECTIVE NO. 7

After review and practice, students will demonstrate 70% correct performance in giving evidence of abilities to function normally as a sender of informal oral messages which are received and understood by a peer group.

Enabling Objectives/Activities

(Recommended) Have students participate with two or more peers in a conversation in which an oral message is given and received.

(Optional) Have students observe a "staged" two-party communication and describe in a brief paragraph moments when receiver-sender roles changed.

(Optional) After listening to two peers discussing a topic, have students indicate social responsibility as conversationalists by gaining admission into the same discussion by means of a comment that supports the view of one or the other of the two original conversationalists.

Resources

1. Dynamics of Language 3 (Heath, 1971), Ch. 1
2. Speech Communication (Addison-Wesley, 1973), Ch. 1
3. Modern Speech, Rev. Ed. (Holt, Rinehart, and Winston, 1966), Ch. 3
4. Dynamics of Language 2 (Heath, 1971), Ch. 11
5. Speak Up! (Macmillan, 1964), Ch. 2

Evaluation of Terminal Objective

1. Teacher-made objective tests.
2. Teacher-made rating sheets for peer and/or teacher evaluation.
3. Tests from Dynamics of Language 2 (Heath, 1971), Ch. 11

Strand: Speaking

Sub-strand: Delivery Skills

Category: Voice Production

TERMINAL OBJECTIVE NO. 8

After review and additional instruction, students will demonstrate 60% correct performance in controlling volume, pitch, rate, articulation, and pronunciation to achieve appropriate variety in speaking.

Enabling Objectives/Activities

(Recommended) Have students identify and demonstrate voice projection needed for various speaking situations.

(Recommended) Have students indicate, through pitch variation, different meanings of a given statement.

(Recommended) Have students compile a list of words whose endings are often omitted during pronunciation (such as d, t, and ing) and practice articulating these words.

(Recommended) Have students practice articulating expressions often carelessly slurred when spoken ("Wad ya gonna do?").

(Optional) Have students read a literary passage aloud, demonstrating appropriate rate for the mood of the selection.

Resources

1. Modern Speech (Holt, Rinehart, and Winston, 1966) Chs. 6 and 14
2. Warriner's (Harcourt, 1965), Ch. 20
3. Language in Your Life 1 and 2 (Harper Row, 1966), Lessons 1-4 in both volumes
4. Dynamics of Language 3 (Heath, 1971), Ch. 11
5. Modern English in Action 9 (Heath, 1968), Ch. 15
6. Speak Up! (Macmillan, 1964), Sec. 4, part 1

Evaluation of Terminal Objective

1. Oral activities rated by teacher and/or peers on teacher-made check list.

Strand: Speaking

Sub-strand: Delivery Skills

Category: Bodily Action

TERMINAL OBJECTIVE NO. 9

After instruction, examples, and practice, students will demonstrate 60% correct performance in the appropriate and effective use of facial expressions, gestures, and posture when speaking to an audience.

Enabling Objectives/Activities

(Recommended) Give students a particular mood to portray, and have them use appropriate gestures and facial expression to create the desired atmosphere.

(Recommended) Give students an idea to convey, communicate poise through posture and movement.

(Recommended) Use appropriate eye contact in speaking activities before the class.

(Recommended) Give students a 3-5 minute speech to make, and have them use with ease properties and other visual aids.

(Optional) Have students coordinate body/non-verbal messages with verbal messages for unified message transmission.

(Optional) Have students coordinate distance from audience with ideas expressed.

Resources

1. Modern Speech, Rev. Ed. (Holt, Rinehart, and Winston, 1966), Ch. 14
2. Speak Up! (Macmillan, 1964), Section 4, part 3
3. Teacher-made resources

Evaluation of Terminal Objective

1. Oral activities rated by teacher and/or peers by means of teacher-made checklist.

Strand: Speaking

Sub-strand: Organizational Skills

TERMINAL OBJECTIVE NO. 10

After review and practice, students will demonstrate 50% correct performance in ability to organize effectively a speech and/or a response to a speech on a given topic.

Enabling Objectives/Activities

(Recommended) Have students become aware of the importance of overall interest level of the topic for a speech.

(Recommended) Have students determine the main purpose which the speech will express.

(Recommended) Have students gather detailed information to support the main idea.

(Recommended) Have students organize material informally into either chronological order, spatial order, on order of importance.

(Recommended) Have students prepare a formal outline.

(Optional) After an oral presentation, have students orally summarize the main idea and important supporting details and state a conclusion based on the summary.

Resources

1. Warriner's English Grammar and Composition 9, Rev. Ed. (Harcourt, 1965), Ch. 20
2. Speak Up!, (Macmillan, 1964), Ch. 8
3. Modern Speech, Rev. Ed. (Holt, Rinehart, and Winston, 1966), Ch. 3-12
4. Teacher-made resource materials

Evaluation of Terminal Objective

1. A three to five-minute informative speech defining one of the fundamental skills (subject selection, research, support material, or organization) and illustrating that skill by example as evaluated by teacher-made evaluation sheet.
2. Oral activities rated by teacher and/or peers on teacher-made checklist.
3. Objective paper-and-pencil test as a supplemental evaluation along with oral activities.

Strand: Speaking

Sub-strand: Interactional Skills

Category: Interpersonal Techniques

TERMINAL OBJECTIVE NO. 11

After review and additional instruction, students will demonstrate 70% correct performance in development of personal conversation skills and of the ability to adjust to and promote group conversational situations.

Enabling Objectives/Activities

(Recommended) Have students listen to recordings of their own voices and analyze their personal speech in terms of pitch, articulation and choice of language.

(Recommended) Have students compile a list of conversation starters on suitable topics.

(Recommended) Have students conduct small group discussions each directed by a student who attempts to insure that each student participates.

(Recommended) Have students make and receive appropriate introductions in given social situations.

(Optional) Have students undertake project(s) to increase knowledge of various subjects (start a hobby, develop a varied reading program, watch a variety of t.v. programs) and orally relate information learned to a classmate.

(Optional) Have students list the serious subjects they like to talk about and consider the problems they might have in making them interesting to others.

(Optional) Have students role play effective and ineffective conversations among strangers, concentrating on the skills of introductions, starters, topics, and etiquette.

Resources

1. Modern Speech, Rev. Ed. (Holt, Rinehart, and Winston, 1966), Chs. 2 and 3
2. Speak Up! (Macmillan, 1964), Ch. 2
3. The Dynamics of Language 2, (Heath, 1971), Ch. 11
4. Warriner's English Grammar and Composition 9 (Harcourt, 1965), Ch. 20
5. Speech Communications (Addison-Wesley, 1973), Ch. 7

Evaluation of Terminal Objective

1. See Speech Communications (Addison-Wesley, 1973), pp. 119-123.
2. Oral activities rated by teacher and/or peers on checklist.
3. Teacher-made objective test.

Strand: Speaking

Sub-strand: Interactional Skills

Category: Participation in Decision Making

TERMINAL OBJECTIVE NO. 12

After instruction and practice in the use of specific procedures for decision-making, students will demonstrate active participation in making appropriate decisions as measured by teacher judgment and/or peer evaluation.

Enabling Objectives/Activities

(Recommended) Following discussion/lecture, have students maintain objectivity until decisive evidence is presented and then make a contribution.

(Recommended) After a presentation of a popular subject, have students tactfully state the unpopular positions.

(Recommended) Have students employ the formalities of parliamentary procedure to arrive at a decision acceptable to a group.

(Optional) Give erroneous information and have students correct errors and reason diplomatically.

(Optional) Have students present a disagreement in a courteous manner.

(Optional) Following a lecture/discussion of a selected topic, have students diplomatically request a point of definition, a clarification, and/or a summary.

(Optional) Give a problem needing a solution, and have students suggest a possible solution and invite peers to find fault with it.

(Optional) After a peer has suggested a possible solution for a given problem, have students state a point in support of the suggestion.

Resources

1. Speech Communication (Addison-Wesley, 1973), Ch. 8
2. Speak Up! (acmillian, 1964), Chs. 6, 7, 11)
3. Modern Speech, Rev. Ed. (Holt, Rinehart, and Winston, 1966), Chs. 15, 17, 18
4. Language in Your Life2(Harper Rov, 1966), Lessons 62-65
5. Modern English in Action 9 (Heath, 1963), Ch. 9

Evaluation of Terminal Objective

1. Oral activities rated by teacher and/or peers on checklist.
2. Teacher-made identification test and evaluation chart in Speak Up! pp. 143 and 145.
3. See Speech Communication (Addison-Wesley, 1973), pp. 119-123.

Strand: Literature/Reading

Sub-strand: Basic Reading Skills

Category: Word Identification Review

TERMINAL OBJECTIVE NO. 13

After review and practice, students will demonstrate 70% correct performance in recognizing words through configuration (Sight reading), phonics, structural and contextual analysis, and dictionary usage.

Enabling Objectives/Activities

(Recommended) Give a list containing groups of five words, and have students underline the word that is the same as the first word in each group.

(Recommended) Give a list of sound symbols and sound spellings of words, and have students write the normal spelling of the word.
Ex. e head /ded/ /pek/ - dead, peck
u put /gud/ /buk/ - good, book

(Recommended) Give a list of words, and have students identify inflectional endings, compound words, roots, prefixes and suffixes.

(Recommended) Give a list of contractions, and have students write the words used to form each contraction.

(Recommended) Give sentences which contain in parentheses words that are frequently confused, and have students underline the word that should be used as dictated by the exact context of the sentence.

(Recommended) Have students give synonyms for underlined words read in context.

(Recommended) Have student identify the literal meanings of idiomatic expressions.

(Recommended) Give a list of words, and have students recognize those which reflect situation or mood.

(Recommended) Give a list of words, and have students use a dictionary to locate different pronunciations and syllabications.
Ex. concrete, present, etc.

Resources

1. Voices 1 (Ginn, 1969), Chs. 2 and 5
2. Dynamics of Language 3 (Heath, 1971), Ch. 5
3. The Roberts English Series: A Complete Course (Harcourt, 1967), Ch. 3
4. The Play of Words (Harcourt, 1972), p. 31
5. Vocabulary for the High School Student (AMSCO, 1967), Unit 1
6. Warriner's English Grammar and Composition 9, Rev. (Harcourt, 1965), Ch. 28

Evaluation of Terminal Objective

1. Teacher-made objective tests.
2. Oral activities rated by teacher on specific criteria.

Strand: Literature/Reading

Sub-strand: Basic Reading Skills

Category: Word Meaning

TERMINAL OBJECTIVE NO. 14

After review and additional instruction, students will demonstrate 75% correct performance in determining meanings of words by recognizing structural and contextual clues and through familiarity with word origins.

Enabling Objectives/Activities

(Recommended) Give a list of compound words, and have student identify the short words which make the longer words.

(Recommended) Review common roots, prefixes and suffixes.

(Recommended) Give sentences from a literature selection, and have student guess the meaning of the unfamiliar, underlined words.

(Recommended) Give sentences from a reading selection, and have student substitute synonyms or antonyms for underlined words.

(Recommended) Give the dictionary definitions of a multiple meaning word and several sentences using the word according to its different meaning, and have student write the number of the appropriate defintion of the word beside each sentence.

(Recommended) Have student make a list of foreign words that are used every day (chili, patio).

(Recommended) Review function words with regard to their contribution to meaning.

(Recommended) Have student distinguish between denotative and connotative meanings.

Resources

1. Dynamics of Language 2 (Heath, 1971), Ch. 2
2. Vocabulary for the High School Student (AHSCO, 1967)
3. The Roberts English Series: A Complete Course (Harcourt, 1967), Ch. 3
4. Teacher's Resource Guide for Insights (McGraw Hill, 1967), pp. 20, 30, 63 et.al.
5. Voices 1 (Ginn, 1969), Ch. 18
6. Modern Grammar and Composition 1 (American, 1967), pp. 232-34, 393, 120
7. The Play of Words (Harcourt, 1972) pp. 101-29
8. Vanguard (Scott Foresman, 1967), p. 573 ff.
9. Success in Writing 3 (Addison-Wesley, 1968) Ch. 4

Evaluation of Terminal Objective

1. Teacher-made objective tests
2. Oral activities rated by the teacher on specific criteria

Strand: [illegible]

Sub-strand: Basic Reading Skills

Category: Comprehension-Literal Level

TERMINAL OBJECTIVE NO. 15

After review and practice, students will demonstrate 60% correct performance in comprehending what is read by giving evidence of recognizing main ideas, details, sequence, cause and effect relationships, contrasts and comparisons, and character traits and actions.

Enabling Objectives/Activities

(Recommended) Give a paragraph with the main idea stated, followed by four choices, and have students underline the choice which states the main idea of the paragraph.

(Recommended) Give a reading selection of two or more paragraphs conveying a main idea or unifying idea stated in the selection, and have student underline the choice which states the main or unifying idea.

(Recommended) Give a reading selection which specifies a mood (setting, time, etc.) followed by four choices of phrases, and have student identify the phrase which specifies the correct mood (setting, time, etc.).

(Recommended) Give a paragraph in which the sentences are not correctly arranged, and have students rewrite the sentences in the correct order.

(Recommended) Give a reading selection with one or more stated cause and effect relationships, followed by four choices of cause and effect, and have student recognize the correct one for the given situation.

(Recommended) Give a selection with stated likenesses and differences among two or more items and four statements, only one of which specifies a correct likeness or difference, and have student underline the comparison or contrast stated in the selection. (This activity applies to comparing or contrasting characters, settings, times, moods, things, etc.).

(Optional) Give a reading selection, followed by four choices, and have student underline the choice which states the main idea inferred from clues in the reading selection.

(Optional) Give a written set of directions with a stated order of actions and three sets of directions arranged in a different order, and have student identify the directions with the correct order of actions.

(Optional) Give a reading selection with a stated cause, and have student write a plausible effect which can be inferred from the reading.

(Optional) Give a reading selection which contains implications about a character, and have student analyze the nature or actions of the character.

Resources

1. Reading/Writing Workshop C (Harcourt, 1963), Lessons 16, 17, 6 and 10
2. Dynamics of Language 2 (Heath, 1972), Chs. 2, 4 and 6
3. Vanguard (Scott Foresman, 1967), pp. 563-572
4. Adventures in Reading, Classic Ed. (Harcourt, 1963), p. 149
5. Outlooks through Literature (Scott Foresman, 1968), p. 705 ff.
6. Adventures for Today (Harcourt, 1962), p. 578

Evaluation of Terminal Objective

1. Teacher-made objective tests
2. Teacher-made essay tests
3. Oral activities rated on specific criteria

Strand: Literature-Reading

Sub-strand: Basic Reading Skills

Category: Dictionary, Other Reference and Study Skills

TERMINAL OBJECTIVE NO. 16

After review and additional instruction, students will demonstrate 75% correct performance in applying reference skills, work study skills, and dictionary skills.

Enabling Objectives/Activities

(Recommended) Have students arrange in alphabetical order a list of titles and authors.

(Recommended) Have student learn the location in a dictionary of abbreviations, pronunciation key, derivations, biographical and geographical sections, and illustrations.

(Recommended) Have student locate in a dictionary and write the usage level for each word in a given word list.

(Recommended) With the help of phonetic spellings obtained from a dictionary, have student pronounce correctly a list of words commonly mispronounced.

(Recommended) Have student write accent marks, diacritical marks and divide into syllables words from a list of words commonly mispronounced.

(Recommended) Have students give the following information about words in a list: (1) syllable division, (2) pronunciation (3) part of speech (4) derivation (5) meaning (6) usage level (7) guide words.

(Recommended) Have students summarize information given on cards found in card catalog.

(Recommended) Give sentences containing italicized words having different meanings, and have students find the exact meaning of the italicized words.

(Recommended) Have students find items in various reference books (other than an encyclopedia) in the library and name the reference work used.

(Recommended) Give several items of information, and have students point out those found in an atlas, a dictionary, a card catalog.

(Recommended) Have students survey a textbook, locating and using table of contents, index, title page, preface, appendix, glossary, footnotes and bibliography.

(Recommended) Have student use a diagram and four statements concerning the purpose of the diagram, and underline the statement which accurately identifies the purpose of the diagram.

Resources

1. The Dynamics of Language 3 (Heath, 1971), p. 321 ff.
2. Modern Grammar and Composition I (American, 1967), Ch. 10
3. Voices I (Ginn, 1969), Chs. 2 and 7
4. The Play of Words (Harcourt, 1972), p. 31 ff.
5. Adventures for Today (Harcourt, 1962), p. 587 ff.
6. Dynamics of Language 2 (Heath, 1971), Ch. 2
7. Modern English in Action 9 (Heath, 1968), Ch. 8
8. Warriner's English Grammar and Composition 9, Rev. (Harcourt, 1965), Chs. 17 and 18
9. Language of Man 3 (McDougall, Littell, 1971), p. 31 ff.

Evaluation of Terminal Objective

1. Teacher-made objective tests
2. Standardized tests
3. Research activities rated on specific criteria

Strand: Literature/Reading

Sub-strand: Literature Skills

Category: Types of Literature and Literary Conventions

TERMINAL OBJECTIVE NO. 17

After review and additional instruction, students will demonstrate 55% correct performance in recognizing, identifying, and applying in appropriate contexts the literary devices and conventions of the following types of literature: short story, novel, drama, poetry, biography, and mythology.

Enabling Objectives/Activities

(Recommended) Have students identify setting, plot, characterization, and single-effect theme as found in several specific short stories.

(Recommended) Have student identify several of the following as they pertain to poetry: scansion, meter, feet, verse, stanza, quatrain, couplet, lyric, narrative, rhyming patterns, sonnet form, haiku, cinquain, limerick, free verse, blank verse, internal rhyme, alliteration, assonance, onomatopoeia, personification, simile, metaphor, controlling image, mood, point of view.

(Recommended) Have student distinguish between reality and fantasy in mythology.

(Recommended) Have student identify certain conventions which are usually distinctive for each of the following: epic, fable, allegory, satire, tragedy, comedy, romance.

(Recommended) Following the reading of a story, have student identify the mood evoked by the tone, setting, and choice of words used in the story.

(Optional) Have student compare and contrast novels and short stories with reference to length, plot structures, treatment of themes (depth and complexity), characterization, shifts in point of view, foreshadowing, flashback, speed of the action, etc.

(Optional) Have student identify elements of the authors' styles in various types of literature.

(Optional) Have student explain the importance of characterization and plot in drama.

(Optional) Have student identify the universal themes in mythology, e.g., love, death, good and evil, human frailty, conquest, retribution, etc.

(Optional) Have students identify mythological heroes by name, cultural origin, attributes, and principal ideas or universal themes with which each can be associated.

(Optional) Have student identify those myths that serve to explain certain aspects of nature (origin of oceans, sun, moon, man, etc.).

(Optional) Have student write an expanded definition of biography as a specific type of literature.

(Optional) Have student relate the central character of a specific biography to the character's historical contributions to the real world.

(Optional) Have student identify the use of irony in different types of literature.

Resources

1. Voices 1 (Ginn, 1969)
2. Adventures in Reading, Classic Ed. (Harcourt, 1968)
3. Insights (McGraw Hill, 1967)
4. Language of Man 3 (McDougal, Littell, 1971), p. 74 ff.
5. Outlooks through Literature (Scott Foresman, 1968)
6. Dynamics of Language 2 (Heath, 1972), pp. 303, 315-319, 320, 327
7. Adventures for Today (Harcourt, 1962)
8. Vanguard (Scott Foresman, 1967)
9. Modern English in Action (Heath, 1968), Ch. 18
10. Currents Series: Nonfiction; Fiction; Poetry; Drama (Macmillan, 1968)
11. Contemporary English 9 (Silver Burdett, 1973), Part 5, Ch. 3

Evaluation of Terminal Objective

1. Teacher-made objective test
2. Contract units or other individual tasks
3. Oral activities rated by teacher and/or peers on specific criteria

Strand: Literature/Reading

Sub-strand: Literature Skills

Category: Critical Skills

TERMINAL OBJECTIVE NO. 18-ADV.

After instruction and practice, students will demonstrate 50% correct performance in critical evaluation of literary works by applying the techniques of close reading, explication, and comparison and contrast.

Enabling Objective/Activities

(Recommended) Have students define and establish criteria for use by students of the critical techniques of close reading, explication, and analysis by comparison and contrast.

(Recommended) Have students answer specific questions that require close reading of a short story.

(Recommended) Have students explicate a given poem line by line.

(Recommended) After close reading of a prose selection, have students determine how word choice, use of imagery and arrangement of sentences influence an author's style.

(Recommended) Have students compare and/or contrast the style of two thematically similar poems, such as the poetry of Rod McKuen and Emily Dickinson.

Resources

1. Adventures in Reading, Classic Ed. (Harcourt, 1968), pp. 218 and 251
2. Outlooks through Literature (Scott Foresman, 1968), p. 705
3. Vanguard (Scott Foresman, 1967), p. 513 ff.
4. Adventures for Today (Harcourt, 1962 and 1968)
5. Reading/Writing Workshop C (Harcourt, 1968), Lessons 19, 20
6. Currents Series: Nonfiction; Fiction; Poetry; Drama (Macmillan, 1968)

Evaluation of Terminal Objective

1. Teacher-made essay tests
2. Writing activities on comparison and contrast
3. Oral activities rated on specific criteria

Strand: Language--Verbal

Sub-strand: Grammars--Sentence Syntax

TERMINAL OBJECTIVE NO. 19

After review and additional instruction, students will demonstrate 40% correct performance in recognition of distinguishing features and in evidencing proficiency in at least one formal system of English grammar.

Enabling Objective/Activities

(Optional) 1. Give clear explanations and appropriate textbooks from which to study, and have student describe points of likeness and points of difference between two or more grammars, namely, traditional, structural, and transformational.

(Optional) 2. Have student demonstrate proficiency in transformational grammar:

2.1. Give a set of kernel sentences, and have student identify the structure and function of the noun phrases occurring in each.

2.2. Give a set of kernel sentences with determiner (article) plus noun functioning as subject, and have student identify the subject and all articles, classifying each article as definite or nondefinite.

2.3. Give a set of sentences, and have student identify the nouns in each sentence and classify them as count or noncount and concrete or abstract.

2.4. Give the verb phrase rule, and have student identify the essential parts of the verb phrase as follows:

$$VP \longrightarrow Aux + \left\{ \begin{array}{l} be + \left\{ \begin{array}{l} NP \\ Adj \\ Adv\text{-}_p \end{array} \right\} \\ verbal \end{array} \right\}$$

2.5 Give an NP + be kernel sentence, and have student identify be as a special form and transform the sentence to:

(a) Aux + be + NP
(b) Aux + be + Adj
(c) Aux + be + Adv-$_p$

2.6. Give a set of NP = verbal kernel sentences, and have student use the following formula and identify each verbal:

$$Verbal \longrightarrow \left\{ \begin{array}{l} \left\{ \begin{array}{l} Vi \\ Vt + NP \end{array} \right\} = (Adv\text{-}m) \\ Vs + Adj \\ Vb + \left\{ \begin{array}{l} NP \\ Adj \end{array} \right\} \\ V\text{-}mid + NP \end{array} \right\}$$

2.7. Give a morpheme string that includes components for a participle, and have student convert the string into a lexically correct sentence.

2.8. Give morpheme strings, each of which contains a modal (shall, may, can, will, must), and have student convert each string into a lexically correct sentence.

2.9 Have student write kernel sentences containing adverbials of time, place, frequency, and manner and identify by underlining and labeling as follows:

Adv-t, Adv-p, Adv-f, Adv-m.

2.10 Give a set of applicable kernel sentences, and have students use the following transformation rules to rewrite appropriate sentences: question, yes/no, negative, exclamation, there.

2.11. Give a kernel sentence containing a transitive verb, and have students apply the passive transformation rule to form a passive sentence.

2.12 Give a set of you-affirmative statements, and have students use the request transformation rule to rewrite each as an affirmative (using please) or negative request.

2.13. Give a pair of kernel sentences, and have students use the adjective transformation rule to write a new sentence.

2.14. Give a set of sentences, each containing an object of the verb, and have students use the who or what transformation rule to rewrite the sentences.

2.15 Give a set of sentences, and have students use the following transformational rules to rewrite each sentence: (a) where, (b) how, (c) when, (d) question using who, whom, how, what, where, and when.

2.16. Give appropriate morpheme strings, and have students apply the T-yes/no and then the T-wh, noun phrase to each.

2.17. Give an applicable morpheme string, and have students apply T-yes/no and T-wh, noun phrase to each, taking the object of the preposition as the noun phrase and shifting the preposition according to the rule.

2.18. Give a pair of kernel sentences with a common noun phrase, and have students apply the possessive transformation rule using the noun phrase to function as subject of the insert sentence which takes the possessive morpheme.

2.19. Give an appropriate pair of kernel sentences, and have students use the comparison transformation rule (than or as) to write a complex sentence.

2.20. After teaching transformation grammar, have students select alternatives from several choices to produce a sentence to demonstrate ability to vary sentence structure by changing, shifting, deleting, and/or adding.

(Optional) 3. Demonstrate proficiency in structural grammar:

3.1. Give sentences with jumbled word order, and have students rearrange the words to form good sentences.

3.2 Have students clarify structural grammar terminology such as headword, complement, modifier, connective, and auxiliaries.

3.3. After introduction of various sentence patterns, have students determine patterns, for given sentence and/or write original sentences to illustrate each pattern: N-V, N-V-N, N-V-N-N-, N-LV-N, N-Lv-ADJ, Inverted Sentence, Question Sentence. (Note: Other pattern symbols may be substituted for the foregoing.)

3.4 Have students identify the four major form classes (parts of speech) by their structural features: nouns or noun substitutes, verb, adjectives, and adverbs.

3.5. Give a set of sentences containing nonsense words, and have students identify function of each nonsense word and substitute words that make sense for the nonsense words.

3.6. Give a paragraph void of all capital letters and all marks of punctuation, and have students read the paragraph aloud and employ clues of pitch, stress, and juncture to punctuate and capitalize the paragraph appropriately.

3.7. Give short sentences consisting of only subjects and verbs, and have students add function words, auxiliaries, complements, and modifiers to expand each sentence.

3.8. Give a group of sentences, and have students combine the information in the group into one sentence.

3.9. Give a set of sentences, and have students change the meaning of each sentence by inserting appropriate auxiliaries (helping verbs) and by inflecting the verb headword as needed.

3.10. Give a statement sentence and question verbs (dO, does, did), and have students change the statement to a question.

3.11. Give a statement sentence and question words (who, whose, what, where, when), and have students write questions that can be asked about the statement.

3.12. Given sentences with missing compound parts (subject, verb, indirect object, direct object, completers), and have students supply the missing parts.

3.13. Have students identify each of the following types of connectors by number and define each type: Type 1) and, but, or; Type 2) as, since, until, while, as soon as, etc.; Type 3) which, who, whom, where, and that.

3.14. Have students write a paragraph making use of three types of connectors and a variety of sentence patterns.

3.15. Have students correctly identify prefixes, suffixes, and typical determiners that signal that a word is a noun.

3.16. Give a list of words that are usually nouns, and have students correctly form plurals and possessives for each.

3.17. Have students correctly identify suffixes that signal that a word is an adjective.

3.18. Have students correctly identify determiners and suffixes that signal that a word is an adverb.

3.19. Give a lengthy set of sentences in which adjectives and adverbs are found, and have students inductively arrive at rules about the position in which adjectives and adverbs are usually found.

3.20. Give a set of paired sentences with a choice of usage within each pair, and have students select the sentence in each pair that is stated in standard educated usage.

(Optional) 4. Demonstrate proficiency in traditional grammar:

4.1 Have students identify and define the eight parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections.

4.2. Give a list of nouns, and have students write the plurals and possessives for each.

4.3. Give a list of nouns, and have students locate each in as many of the following classes as is appropriate: common, proper; concrete, abstract; collective; compound.

4.4. Have students identify the principal parts of regular and irregular verbs.

4.5. Have students conjugate a regular and an irregular verb in the indicative mood in both active and passive voices.

4.6. Have students identify the major parts of a sentence: simple subject, complete subject, simple predicate, complete predicate, direct object, indirect object, objective complement, predicate nominative, predicate adjective.

4.7. Have students classify sentences as to purpose: declarative, interrogative, exclamatory, imperative.

4.8. Have students classify sentences as to structure: simple, compound, complex, compound-complex.

4.9. Have students decline personal pronouns to account for person and number in the three cases: nominative, objective, possessive.

4.10. Give adjectives and/or adverbs in the positive degree, and have students supply the comparative and superlative degrees.

4.11. Have students identify conjunctions as to types: coordinate, correlative, subordinate, relative pronouns, and write sentences in which each type is used correctly.

4.12. Have students identify correctly the following types of phrases: adjectival prepositional, adverbial prepositional, gerund, infinitive, participial.

4.13. Have students identify correctly the following types of clauses: noun, adjective, adverb, absolute.

4.14. In a written passage containing random errors, have students identify and correct any of the following errors: sentence fragments, run-on sentences, errors in subject-verb agreement, misplaced modifiers, dangling modifiers, faulty pronoun references, errors in capitalization and punctuation, misspelled words.

Resources

Transformational grammar:

1. The Roberts English Series: A Complete Course (Harcourt, 1967)
2. Dynamics of Language 2 (Heath, 1971)
3. Dynamics of Language 3 (Heath, 1971)
4. Constructing An English Grammar (Random House, 1973)

Structural grammar:

1. Modern Grammar and Composition 1 (American, 1967)
2. Language in Your Life 1 (Harper Row, 1966)
3. Language in Your Life 2 (Harper Row, 1966)

Traditional grammar:

1. Warriner's English Grammar and Composition 9, Rev. (Harcourt, 1965)

Structural and traditional grammars:

1. Modern English in Action 9 (Heath, 1968)
2. Voices 1 (Ginn, 1969)

Structural, Transformational, and traditional grammars:

1. Contemporary English 9 (Silver Burdett, 1973)

Evaluation of Terminal Objective

1. Teacher-made objective tests
2. Short compositions based on specific criteria
3. Formal oral activities based on specific criteria

Strand: Language -- Verbal

Sub-strand: History of English Language

TERMINAL OBJECTIVE NO. 20

After review and additional instruction, including library research, students will demonstrate 60% correct performance in describing features such as flexibility and variety in the English language in identifying major developments in the history and growth of the English language.

Enabling Objectives/Activities

(Recommended) Have students identify the three main periods of English language and how the language developed or changed during each period.

(Recommended) Have students trace word origins through the three periods, using a dictionary as a possible source.

(Optional) Have students explain a chart of the Indo-European family of language.

(Optional) Have students draw a map locating the principal language groups in the Indo-European family.

(Optional) Give students a sample paragraph repeated in the language of each of the three major periods, and have students trace any spelling and pronunciation changes observable for specific words.

(Optional) Give students information about ESPERANTO and have them write a composition explaining the logic for a world uni-language and/or possible effects the development of a uni-language may have on the English language.

Resources

1. Dynamics of Language 2 (Heath, 1971), Ch. 3
2. Dynamics of Language 3 (Heath, 1971), Ch. 4
3. Contemporary English 9 (Silver Burdett, 1973), Part 1
4. Modern Grammar and Composition 1 (American, 1967), p. 393 ff.
5. The Roberts English Series: A Complete Course (Harcourt, 1967), Chs. 6, 8, 9, 10

Evaluation of Terminal Objective

1. Contract units or other individual tasks
2. Short answer tests
3. Objective tests
4. Essays based on specific criteria

Strand: Language-Verbal

Sub-strand: Dialects and Specialized Languages

TERMINAL OBJECTIVE NO. 21

After introduction to and instruction in the study of dialects, idiolects, levels of language and trade language, the students will demonstrate 70% correct performance in recognizing the importance and role of language in literature and regional cultures.

Enabling Objectives/Activities

(Recommended)	Have students recognize the difference between formal, informal, and slang terminology in the spoken language.
(Recommended)	Have students change a formal message to a message conveyed by slang.
(Recommended)	Have students distinguish between language, dialect, and idiolect.
(Recommended)	Have students recognize the existence of regional and cultural dialects within one standard language, e.g., from a passage in literature or linguistic Atlas.
(Recommended)	Have students recognize the trade or profession of individuals by reading excerpts expressed in the language of their daily experiences.
(Recommended)	Give a list of commonly used words such as platform, convention, etc., and have students tell what they mean to a politician.
(Optional)	Have students recognize the impact of environmental factors such as education, family, age, religion, hobbies, and occupation on personal dialects.
(Optional)	Give instructions in terms related to a particular trade, and have students rewrite them using layman's terms.
(Optional)	Have students compile a list of words or terms illustrating a special language.
(Optional)	Have students compile a dictionary of teenage slang.
(Optional)	Have students recognize the existence of special languages involving love, humor, nature, religion, and/or other special communication areas based in abstractions commonly experienced.
(Optional)	Give sets of four words pertaining to a special language group, have students recognize the word which does not belong in the set.
(Optional)	Have students read various literary examples of dialect.

Resources

1. Looking at Language, (Addison Wesley, 1973), Ch. I
2. Voices 1 (Ginn, 1969), Ch. 12 and Media Workbook, Lessons 5 and 12
3. Modern English in Action (Heath, 1968), Ch. 13
4. Dynamics of Language 2 (Heath, 1971), Ch. 10
5. Introduction to Language (Macmillan, 1970), Chs. 3, 4, and 5
6. Dialects and Levels of Language (McDougal, Littell, 1971)
7. Speak Up! (Macmillan, 1964), Section 4, Part 2
8. Modern Speech, Rev. Ed. (Holt, Rinehart, and Winston, 1966), Ch. 6

Evaluation of Terminal Objective

1. Teacher-made objective tests
2. Individual tasks
3. Identification and discussion tests
4. Oral activities rated on specific criteria

Strand: Language - Verbal

Sub-strand: Language Ethics

TERMINAL OBJECTIVE NO. 22

After initial instruction and simulated experiences, students will demonstrate 60% correct performance in recognition and practice of appropriate license and restraint in the use of language in a variety of real or simulated communication situations.

Enabling Objectives/Activities

Note to teacher: Achievement of this terminal objective includes the requirement that students become knowledgeable of the five language keys (oratorical, deliberative, consultative, casual, intimate) and the five psychological levels of language (cliche' communication: reporting facts about other people or events: sharing one's ideals and judgments on contemporary, non-intimate matters with others; sharing personal feelings and meanings with another; peak communication--total communication with one other exclusive person).

(Recommended) Have students make appropriate introductions involving a teenager and an adult, a man and a woman, a speaker and a group, two boys, a boy and a girl.

(Recommended) Have students demonstrate different levels of language appropriate for conversations between
(a) principal and student
(b) two friends at a party
(c) opposing players on football field
(d) impatient parent and errant teenager

(Recommended) Have students make a list of or dramatize communication situations in which volume, pitch, rate, and intensity of oral expression affects appropriateness of communication, e.g., a visit with a sick friend, browsing through a library, speaking to a friend more than thirty feet distant outside on the campus, relating bad news to a person already frightened, attempting to quiet the crying of a two-year old child.

(Recommended) Have student differentiate between constructive criticism and malicious criticism, cite examples of appropriate situations for constructive criticism, illustrate some typical communication situations which could easily develop into malicious criticism, cite examples of situations in which constructive criticism might be interpreted as malicious criticism, and discuss degrees of responsibility that must accompany all types of criticism.

(Recommended) Referring to a book of etiquette, have students locate and report information on appropriate and inappropriate topics of conversation on both formal and informal dinners.

(Recommended) Given various stage and/or other large-audience presentation situations, have students describe in detail various appropriate audience responses and behaviors for each situation.

(Optional) Have student demonstrate different levels of language used in reporting facts about an accident to a friend as opposed to reporting these facts to a policeman or a judge.

(Optional) Have students discuss the topic "let the buyer beware" to draw attention to the ethnics of oral communication and to evaluate the ethical position of the speaker.

(Optional) Have students cite examples of situations in which each of the following types of praise would be appropriate: high commendation, moderate praise, brief compliment.

(Optional) Have students describe common situations in which it is impossible to know the truth about the matters being communicated, e.g., the greeting ritual of "How-are-you? Fine."

(Optional) Have students write a short composition in defense of polite deceit commonly practiced by most people, e.g., the answer "Fine" in response to the greeting "How are you?" when the person answering is really slightly ill.

(Optional) Have students cite examples of situations in which a person should restrain his true feelings in his communicating with others: cite other examples in which one's true feelings should be clearly and fully expressed.

(Optional) Have students identify and discuss specific types of communication that can be offensive in a variety of situation, e.g., profanity, loudness, name-calling, put-downs, racial prejudice, laughter, garrulity, taboo topics such as sex.

(Optional) Have students describe specific appropriate communications for each of several given social situations.

(Optional) After consideration of various aspects of language ethics, have students write a personal creed of language ethics.

Resources

1. Speak Up ' (Macmillan, 1964), Ch. 2
2. Speech-Communication (Addison-Wesley, 1973), Ch. 1
3. Language of Man 3 (McDougal, Littell, 1971), p. 3 ff.
4. Modern Speech,Rev. Ed. (Holt, Rinehart, and Winston, 1966), Ch. 2
5. Modern English in Action (Heath, 1968), pp. 171-172, 177 ff.
6. Dynamics of Language 3 (Heath, 1971), Ch. 1
7. An Introduction To Language (Macmillan, 1970), Chs. 3 and 4
8. Dynamics of Language 2 (Heath, 1971), Ch. 11

Evaluation of Terminal Objective

1. Rating sheets for teacher and/or peer evaluation based on specific criteria
2. Oral activities rated by teacher and/or peers based on specific criteria
3. Teacher-made objective tests

Strand: Composition/Written Communication

Sub-strand: Vocabulary

Category: Word Formation/Spelling

TERMINAL OBJECTIVE NO. 23

After review and additional instruction, students will demonstrate 65% correct performance in written usage of words whose formations are affected by the following: agreement, affixes, compounds, comparison, parallelism, and spelling.

Enabling Objectives/Activities

(Recommended) Have students rewrite sentences containing errors in subject-verb agreement to correct the errors.

(Recommended) From a list of words containing suffixes or prefixes, have students write sentences using the words correctly.

(Recommended) Have students add prefixes and/or suffixes to given root words and use the new words correctly in sentences.

(Recommended) Have students construct compound words from given base words by adding other words with which the base words can combine.

(Recommended) Have students write the comparative and superlative degrees for given positive degrees of adjectives and adverbs.

(Recommended) Have students observe parallel form for items in a series in sentences having words, phrases, or clauses in a series.

(Recommended) Have students develop the ability to spell correctly by writing words spelled non-phonologically.

(Recommended) Have students use the dictionary effectively to find technical information about word formation and spelling.

Resources

1. Dynamics of Language 3 (Heath, 1971), Ch. 5
2. The Roberts English Series: A Complete Course (Harcourt, 1967), Chs. 3, 15, 18
3. Voices I (Ginn, 1969), Chs. 3, 14, 16, 18, 29 and 32
4. Modern English in Action (Heath, 1968), Ch. 37
5. Warriner's English Grammar and Composition 9, Rev. (Harcourt, 1965), Chs. 5 and 7
6. Contemporary English 9 (Silver Burdett, 1973), pp. 195 ff., Pt. I, Sec. 5
7. Vocabulary for the High School Student (AMSCO,1967), Units 3-7
8. Modern Grammar and Composition I (American, 1967)
9. The Play of Words (Harcourt, 1972), pp. 101-147
10. Vocabulary Workshop, Level D (Oxford , 1970)

Evaluation of Terminal Objective

1. Teacher-made objective tests
2. Compositions
3. Individual tests

Strand: Composition/Written Communication

Sub-strand: Vocabulary

Category: Word Meaning

TERMINAL OBJECTIVE NO. 24

After review and additional instruction, students will demonstrate 70% correct performance in comprehension of meaning and in written usage of each of the following: synonyms, antonyms, homonyms, abbreviations, words having both denotative and connotative meanings, and idiomatic expressions.

Enabling Objectives/Activities

(Recommended)	Have students find synonyms and antonyms for given words by consulting a dictionary or thesaurus.
(Recommended)	With information assumed to be factual, have students write a message in two ways without altering the facts, the first to give a negative impression and the second to give a positive impression.
(Recommended)	In given sentences, have students underline words that combine to form idiomatic expressions.
(Recommended)	Have students use abbreviations correctly in specified writing assignments.
(Optional)	With paired word lists, have students match words that are antonyms (synonyms, homonyms).
(Optional)	Have students substitute synonyms (antonyms, homonyms) for italicized (underlined) words in sentences.
(Optional)	Have students observe a picture and write three feeling or emotion words applicable to the picture.
(Optional)	Have students consult a dictionary and write given words in as many different sentences as there are different meanings listed.
(Optional)	From a list of synonyms for the same word, have student group the synonyms into categories of favorable connotations and unfavorable connotations.
(Optional)	Have students write a descriptive paragraph using emotion words to convey a specific mood.

Resources

1. The Play of Words (Harcourt, 1972)
2. Contemporary English 9 (Silver Burdett, 1973), Part 3, Ch. 2; Part 4, Chs. 12, 13
3. Dynamics of Language 3 (Heath, 1971), pp. 16, 18, 40-45, 133-135, 299-300
4. Modern English in Action 9 (Heath, 1968), Chs. 4, 19, pp. 482-484
5. Warriner's English Grammar and Composition 9, Rev. (Harcourt, 1965), Chs. 18-19
6. Language in Your Life 2 (Harper Row, 1966), Lessons 41, 58-61

Evaluation of Terminal Objective

1. Short compositions based on specific criteria
2. Teacher-made objective tests

Strand: Composition/Written Composition

Sub-strand: Syntactic

Category: Simple sentences

TERMINAL OBJECTIVE NO. 25

After review and additional instruction, students will demonstrate 30% correct performance in writing simple declarative, interrogative, exclamatory, and imperative sentences.

Enabling Objectives/Activities

(Recommended) Have students distinguish word groups expressing a complete thought from other word groups that do not.

(Recommended) Have students recognize different kinds of simple sentences.

(Recommended) Have students write original simple sentences that correctly conform to various models of simple sentences.

(Recommended) Have students transform a simple declarative sentence into a simple interrogative sentence.

(Recommended) Have students describe an exciting situation, using exclamatory sentences.

(Recommended) Have students write several sentences expressing commands.

(Recommended) Have students combine pairs of related simple declarative sentences into single simple declarative sentences.

Resources

1. Warriner's English Grammar and Composition 9, Rev. (Harcourt, 1965), pp. 66-68, Ch. 10
2. Language in Your Life I and II (Harper Row, 1966), Part I in each volume
3. Contemporary English 9 (Silver Burdett, 1973), Pt. 3, Chs. 1-3
4. Modern Grammar and Composition I (American, 1967), Ch. 1
5. Modern English in Action 9 (Heath, 1968), Ch. 21
6. Voices 1 (Ginn, 1969), Lesson 7

Evaluation of Terminal Objective

1. Teacher-made objective tests
2. Paragraph compositions based on specific criteria

Strand: Composition/Written Communication

Sub-strand: Syntactic

Category: Variations of Simple Sentences

TERMINAL OBJECTIVE NO. 26

After review and additional instruction, students will demonstrate 80% correct performance in writing simple transforms from basic sentences, including negatives, passive voice, and inverted order.

Enabling Objectives/Activities

(Recommended) Have students recognize all negative word forms.

(Recommended) Have students change a simple affirmative sentence into a simple negative sentence.

(Recommended) Have students recognize the difference between active and passive voice verbs.

(Recommended) Have students change an active sentence into a passive sentence and a passive sentence into an active one.

(Recommended) Have students change a basic sentence pattern of N-V to V-N (inverted order).

(Optional) Have students in original poetry, use simple transforms--i.e., negatives, passives, inverted order--in sentence patterns.

Resources

1. Contemporary English 9 (Silver Burdett, 1973), p. 28 ff.
2. The Roberts English Series: A Complete Course (Harcourt, 1967), Chs. 6 and 8
3. Modern Grammar and Composition I (American, 1967), pp. 46, 99, 103
4. Dynamics of the Language 2 (Heath, 1971), Ch. 4
5. Words, Things, and Celebrations (Harcourt, 1972), Ch. 3
6. Constructing an English Grammar (Random House, 1973), Ch. 7
7. Modern English in Action 9 (Heath, 1968), pp. 272-274
8. Warriner's English Grammar and Composition 9 (Harcourt, 1965), pp. 142-144

Teachers should use their own experiences to devise resource materials and evaluation strategies for this objective.

Evaluation of Terminal Objective

1. Compositions based on specific criteria
2. Teacher-made objective tests

Strand: Composition/Written Communication

Sub-strand: Syntactic

Category: Compound and Complex Sentences

TERMINAL OBJECTIVE NO. 27

After instruction and practice, students will demonstrate 60% correct performance in composing compound and complex sentences, observing correct procedures of expansion and deletion where appropriate.

Enabling Objectives Activities

(Recommended) Have students recognize all coordinating conjunctions.

(Recommended) Using appropriate coordinating conjunctions, have students combine pairs of simple sentences so that a particular desired relationship between the sentences is made explicit.

(Recommended) Have students recognize commonly used subordinate conjunctions, including relative pronouns.

(Recommended) From a given list of dependent and independent clauses, have students choose the dependent clauses.

(Recommended) Given pairs of simple sentences between which a particular relationship is implied, have students combine each pair into a complex sentence using a subordinating conjunction which makes the relationship explicit.

(Recommended) Have students combine a series of related simple sentences, deleting unnecessary repetitions of words and phrases.

(Recommended) Have students reduce a friendly message of forty words to a compact telegram of ten or less words by eliminating unnecessary modifiers.

(Recommended) Given a paragraph exclusively composed of simple sentences, have students revise the paragraph by combining the simple sentences into a minimum of one compound and two complex sentences.

(Recommended) Have students expand each of the four basic sentence patterns by using single-word modifiers or word-group modifiers to clarify a designated meaning.

Resources

1. The Roberts English Series: A Complete Course (Harcourt, 1967), Ch. 8
2. Discovering Motives In Writing (Harcourt, 1972), Ch. 8
3. Modern Grammar and Composition 1 (American, 1967), Ch. 8
4. Contemporary English 9 (Silver Burdette, 1973), p. 216 ff.
5. Dynamics of the Language 3 (Heath, 1971), Ch. 9

6. Warriner's English Grammar and Composition 9, Rev. (Harcourt, 1965), Chs. 4 and 10
7. Dynamics of the Language 2 (Heath, 1971), Chs. 8 and 9

Evaluation of Terminal Objective

1. Composition (kernel paragraph) based on specified critera
2. Teacher-made objective tests
3. Teachers should use their own experiences to devise testing instruments to measure learning activities for this terminal objective

Strand: Composition/Written Composition

Sub-strand: Rhetorical

Category: Functional Writing and Encoding Skills

TERMINAL OBJECTIVE NO. 23

After review, instruction, and practice, students will demonstrate 65% correct performance in penmanship, capitalization, punctuation, and stylistic forms in functional writing tasks.

Enabling Objectives/Activities

Have students

(Recommended) write a business letter using the correct forms for the heading, inside address, salutation, complimentary close, and observing proper margins, spacing, and indentation.

(Recommended) Have students write a friendly letter using the correct forms for the heading, greeting, complimentary close, and observing proper margins, spacing, and indentation.

(Recommended) Teachers are advised to refer to a grammar handbook for examples, rules, and exercises for students on capitalization and punctuation. Individualized instruction, based on identified needs of students, to the degree that is productive and possible is recommended.

(Recommended) Have students transcribe legibly in cursive form sentences from printed passages.

(Recommended) Have students complete registration forms.

(Recommended) Have students complete applications.

(Recommended) Have students fill out checks.

(Recommended) Have students write receipts.

(Recommended) Have students write telegrams

(Recommended) Have students write summaries.

(Recommended) Have students produce acceptable essay answers.

(Optional) Have students write an essay observing correct usage of the required forms for title, headings, sub-headings, margins, indentation, noting and/or footnoting, and pagination.

(Optional) Have students prepare appropriate social notes.

(Optional) Have students prepare objective reports.

Resources

1. Modern Grammar and Composition 1 (American, 1967), Ch. 9
2. Contemporary English 2 (Silver Burdette, 1973), Part 5, Chs. 1-2, p. 371 ff.
3. Language in Your Life 1 and 2 (Harper Row, 1968), Part 8 in each volume
4. Dynamics of Language 2 (Heath, 1971), p. 367 ff.
5. Dynamics of Language 3 (Heath, 1971), p. 290 ff.
6. Voices 1 (Ginn, 1969), Chs. 13 and 26
7. The Roberts English Series: A Complete Course (Harcourt, 1967), p. 554 ff.
8. Modern English in Action 9 (Heath, 1968), Chs. 5, 22, 23 and pp. 7-9
9. Warriner's English Grammar and Composition 9, Rev. (Harcourt, 1965), Chs. 22-29

Evaluation of Terminal Objective

1. Teacher-made objective tests (including essay tests based on specific criteria)
2. Compositions evaluated on specified criteria for each composition

Strand: Composition/Written Communication

Sub-strand: Rhetorical

Category: Structure

TERMINAL OBJECTIVE NO. 29

After instruction in topic reduction, topic sentences, and keeping to the topic in paragraph writing, students will demonstrate 65% correct performance in the identification and use of specific topics and topic statements in writing activities.

Enabling Objectives/Activities

(Recommended) From a group of several statements, have students identify statements that are relevant to a specific topic.

(Recommended) Given related expressions of varying degrees of specificity, have students identify the expression that is most specific.

(Recommended) Have students practice reducing broad, general ideas or areas of identification to very limited, specific topics.

(Recommended) Have students supply a topic sentence for a model paragraph.

(Optional) Given selected paragraphs, have students identify topic sentences as they appear in different locations within the paragraphs (e.g., beginning, middle, and end).

(Optional) Have students write a paragraph and underline the topic sentence.

(Optional) In a concluding or summarizing statement for a paragraph, have students repeat the topic idea expressed earlier in the topic sentence of the paragraph.

Resources

1. Success in Writing 3 (Addison Wesley, 1968), Ch. 2
2. Composition: Models and Exercises 9 (Harcourt, 1965), Lesson 2
3. Voices 1 (Ginn, 1969), Lesson 20
4. Adventures for Today, 2nd Ed. (Harcourt, 1962), p. 550 ff.
5. Warriner's English Grammar and Composition 9 Rev. (Harcourt, 1965), Ch. 12
6. Reading/Writing Workshop D (Harcourt, 1968)
7. Modern Grammar and Composition I (American, 1967), Part II, Ch. 2

Evaluation of Terminal Objective

1. Compositions evaluated on criteria specified for each composition
2. Teacher-made objective tests

Strand: Composition/Written Communication

Sub-strand: Rhetorical

Category: Structure

TERMINAL OBJECTIVE NO. 30

After initial instruction students will demonstrate 50% correct performance in constructing paragraphs using various specified methods of paragraph development and various specified orders of arrangement of ideas.

Enabling Objectives/Activities

(Recommended) Using an appropriate topic, have students write a paragraph arranged spatially and/or chronologically.

(Recommended) Give a list of materials and instructions to make or do something, and have students write a logical explanation of the process.

(Recommended) Have students use appropriate topics and develop paragraphs through the use of specific details, examples, anecdotes or incidents, and/or comparison and contrast.

(Recommended) Have students observe two appropriate pictures and write a paragraph which states the cause and effect relationship implied by the pictures.

(Optional) Have students write a summary of a specific event.

Resources

1. Composition: Models and Exercises 9 (Harcourt, 1965), Lesson 3
2. Warriner's English Grammar and Composition 9, Rev. (Harcourt, 1965), Chs. 12
3. Reading/Writing Workshop C (Harcourt, 1968), Lessons 5, 6, 7, 10, 11, 15, 16, and 17
4. Dynamics of Language 3 (Heath, 1971), Ch. 12
5. Modern Grammar and Composition 1 (American, 1967), Ch. 3
6. Contemporary English 9 (Silver Burdette, 1973), part 2, Lesson 10
7. Voices (Ginn, 1969), Lesson 15 and 17
8. The Dynamics of Language 2 (Heath, 1971), Ch. 13

Evaluation of Terminal Objective

1. Compositions evaluated on specified criteria for each composition
2. Teacher-made objective tests

Strand: Composition/Written Communication

Sub-strand: Rhetorical Skills

Category: Structure

Sub-category: Conventions for Readers

TERMINAL OBJECTIVE NO. 31

After initial instruction students will demonstrate 60% correct performance in the use of conventional aids for readers (introductions, summaries, definitions, transitional devices, etc.) in written compositions.

Enabling Objectives/Activities

(Recommended) Have students write an original paragraph in which appropriate signal words are used effectively.

(Recommended) Have students rewrite confusing sentences and paragraphs to eliminate unnecessary details.

(Recommended) Have students use transitional words effectively to connect paragraphs.

(Recommended) Have students utilize proper outline procedures for writing compositions.

(Recommended) Have students provide a summary (conclusion) to restate ideas.

(Recommended) Have students provide an introduction for written compositions.

(Recommended) Have students provide definitions for words unfamiliar to the reader.

Resource

1. Discovering Motives in Writing (Harcourt, 1972), Ch. 7
2. Warriner's English Grammar and Composition 9, Rev. (Harcourt, 1965), Ch. 13
3. Success in Writing 3 (Addison-Wesley, 1968), Ch. 2
4. Dynamics of Language 3 (Heath, 1971), Ch. 12
5. Reading/Writing Workshop C (Harcourt, 1968), Lessons 12 and 13
6. Composition: Models and Exercises 9 (Harcourt, 1965), Lessons 3-5
7. Modern Grammar and Composition 1 (American, 1967), Pt. 2, Chs. 1 and 2
8. Dynamics of Language 2 (Heath, 1971), Ch. 13

Evaluation of Terminal Objective

1. Compositions based on specific criteria
2. Teacher-made objective tests

Strand: Composition/Written Communication

Sub-strand: Rhetorical Skills

Category: Style

TERMINAL OBJECTIVE NO. 32

After initial instruction, students will demonstrate 50% correct performance in using appropriate and effective language levels, diction, sentence variety, clarity, and word economy in written compositions.

Enabling Objectives/Activities

(Recommended) Have students write a paragraph and underline words which effectively set the specified tone or mood which the writer intends to convey.

(Recommended) Given a passage containing underlined euphemisms, have students substitute more direct words for the euphemisms.

(Recommended) Given several sentences which contain faulty pronoun reference and misplaced modifiers, have students rewrite the sentences to eliminate the ambiguity.

(Optional) Have students write a composition for two different audiences, giving evidence of appropriateness by usage and vocabulary.

(Optional) Given a list of words, each of which has a literal and a figurative meaning or potential figurative meaning, have students use each word in two different sentences with one sentence employing the word in its literal meaning and the other sentence, its figurative meaning.

(Optional) Given a kernel paragraph (one with all simple declarative sentences), have students rewrite the paragraph by varying the sentence structure (avoiding sentence fragments and run-on sentences).

Resources

1. Voices 1 (Ginn, 1969), Lesson 5
2. Success in Writing 3 (Addison, Wesley, 1968), Ch. 2
3. Dynamics of Language 2 (Heath, 1971), Ch. 9
4. Warriner's English Grammar and Composition 9, Rev. (Harcourt, 1965), Chs. 11, 13
5. Composition: Models and Exercises 9 (Harcourt, 1965), Lesson 5
6. Dynamics of Language 3 (Heath, 1971), Ch. 12
7. Contemporary English 9 (Silver Burdett, 1973), pp. 244-5
8. Modern Grammar and Composition 1 (American, 1967), Ch. 4
9. Modern English in Action 9 (Heath, 1968), Ch. 35 and p. 249
10. Words, Things and Celebrations (Harcourt, 1972), Part 4
11. The Roberts English Series: A Complete Course (Harcourt, 1968), Ch. 1

Evaluation of Terminal Objective

1. Composition based on specific criteria
2. Teacher-made objective tests
3. Oral activities based on specific criteria

Strand: Composition/Written Communication

Sub-strand: Rhetorical Skills

Category: Standard Rhetorical Forms

TERMINAL OBJECTIVE NO. 33

After review and additional instruction, students will demonstrate 50% correct performance in writing compositions representative of the standard rhetorical forms of description, narration, and exposition.

Enabling Objectives/Activities

(Recommended) Have students write an organized descriptive composition that conforms to a given model.

(Recommended) Have students write an organized narrative composition that conforms to a given model.

(Recommended) Have students write an organized expository composition that conforms to a given model.

(Optional) Given three paragraphs treating the same topic or similar topics but each written to conform to a different rhetorical form (description, narration, exposition), have students identify and explain the particular form in which each paragraph is written.

Resources

1. Modern Grammar and Composition I (American, 1067), p. 30 ff.
2. Reading/Writing Workshop C (Harcourt, 1968)
3. Contemporary English 9 (Silver Burdett, 1973), pp. 2445-45
4. Composition: Models and Exercises 9 (Harcourt, 1965), Sections 2, 3, and 4
5. Dynamics of Language 2 (Heath, 1971), Ch. 13
6. Warriner's English Grammar and Composition 9, Rev. (Harcourt, 1965), Ch. 15
7. Modern English in Action (Heath 1968), Ch. 10
8. Success in Writing (Addison-Wesley, 1968), Chs. 1, 2, 3, and 6
9. Adventures in Reading, Classic Ed. (Harcourt, 1968), pp. 730-731

Evaluation of Terminal Objective

1. Compositions based on specific criteria

Strand: Composition/Written Communication

Sub-strand: Creative Writing

Category: Figurative Language

TERMINAL OBJECTIVE NO. 34-Adv.

After review and additional in-dept instruction, students will demonstrate 70% correct performance in written usage of sensory words, figures of speech, and symbolic language.

Enabling Objectives/Activities

(Recommended) From descriptive paragraphs, have students identify similes, metaphors, personifications, and sensory words.

(Recommended) Have students write descriptive paragraphs using similes, metaphors, and sensory images.

(Recommended) Have students list common symbols and their representations.

(Recommended) Have students identify symbols used in fables.

(Recommended) Have students write original prose or poetry in which one or more symbolic forms are used.

Resources

1. Language In Your Life (Heath, 1971), Ch. 12
2. Success In Writing (Addison-Wesley, 1968), Ch. 4
3. Reading/Writing Workshop C (Harcourt, 1968), Lesson 3
4. Insights (McGraw Hill, 1967), See "Imaginative Language" Section at the end of each selection.
5. Teacher-prepared mimeographed excerpts from various reading selections.
6. Adventures In Reading Classic Ed. (Harcourt, 1968), Language section at end of selection.
7. Modern English In Action 9 (Heath, 1968), Ch. 7 and 18
8. Language of Man, (McDougal, Littell, 1971), pp. 74 ff.
9. Contemporary English 9 (Silver Burdett, 1973), Ch. 1, part 3 and 4

Evaluation of Terminal Objective

1. Compositions evaluated on the basis of specified criteria
2. Identification test
3. Teacher-made objective test

Strand: Composition/Written Communication

Sub-strand: Creative Writing

Category: Literary Techniques

TERMINAL OBJECTIVE NO. 35-Adv.

After instruction and individualized guidance, students will demonstrate 50% correct performance in the literary techniques of writing descriptions, revealing moods, developing characters, adhering to identifiable plot structures, developing themes, and maintaining point of view.

Enabling Objectives/Activities

(Recommended) Have student write a paragraph which describes a given picture and expresses a reaction to it.

(Recommended) Have student listen to a story and describe in writing the main character of the story.

(Recommended) After reading a story have students:
(a) state the main idea of the story
(b) state the conflict of the story
(c) indicate the action which represents the climax
(d) identify the main character
(e) identify the story setting

(Recommended) Have students rewrite an anecdote expressing a gay, happy mood so that it expresses a sad, depressive mood.

(Optional) Have student compose a dialogue between two characters, without the benefit of explanatory phrases, that implies a description of one of the characters.

(Optional) Have students write a short narrative from first person point of view, then from third person point of view.

(Optional) Have students write a short story and identify its main elements of plot structure.

Resources

1. Reading/Writing Workshop C (Harcourt, 1968), Ch. 7, 6, 5
2. Adventures in Reading, Classic Ed. (Harcourt, 1968), see discussions at the end of selections
3. Voices 1 (Ginn, 1969), lesson 1
4. Contemporary English 9 (Silver Burdett, 1973), parts 3, 4, 5
5. Outlooks Through Literature (Scott Foresman, 1968), composition guide, p. 705
6. Modern English in Action 9 (Heath, 1968), Ch. 7
7. Insights (McGraw Hill, 1967), thematic unit "Inner Circle" and ff. (techniques - end of each selection)

Evaluation of Terminal Objective

1. Compositions evaluated on the basis of specified criteria.

Strand: Composition/Written Communication

Sub-strand: Creative Writing

Category: Control of Form

TERMINAL OBJECTIVE NO. 36

After instruction and individualized guidance, students will demonstrate 50% correct performance in the written usage of specified literary forms in creative compositions that are original for the students.

Enabling Objectives/Activities

(Recommended) Following a model, have student write an original rhyming couplet.

(Recommended) Following a model, have students write an original limerick.

(Recommended) Following a model, have students compose an original haiku.

(Optional) Have students write an original myth based on a specified natural phenomenon.

(Optional) Have students select a character from literature and write a one-page dialogue which is consistent with his development.

(Optional) Have students write an original short story containing a believable character, a well-developed plot, and a realistic setting.

Resources

1. Outlooks through Literature (Scott Foresman, 1968)p. 177, Composition Guide, p. 705
2. Adventures in Reading Classic Ed. (Harcourt, 1968), pp. 169, 516
3. Modern English in Action 9 (Heath, 1968), Ch. 18
4. Record "Writing Haiku and Other Short Forms of Poetry" available at Language Arts Center
5. The Creative Word 3 (Random House, 1973), Units 2 and 7 Appendices A and B

Evaluation of Terminal Objective

1. Compositions evaluated on the basis of specified criteria.

Strand: Mass Communications

Sub-strand: Print Media

TERMINAL OBJECTIVE NO. 37

After review and intensive instruction, students will demonstrate 50% correct performance in utilizing critical techniques to evaluate various popular print media, e.g., newspapers, magazines, advertising brochures and catalogs, travel guides, political and other form letters.

Enabling Objectives/Activities

(Recommended) Have students recognize the types of print media: newspapers, magazines, and advertisements.

(Recommended) Following a discussion of the terminology of newspapers, have students identify examples of these terms in the local newspaper.

(Recommended) Have students differentiate between objective reporting and editorial comment.

(Recommended) Have students develop a list of criteria for evaluating advertisements in newspapers and magazines.

(Optional) After sufficient instruction, have students correct headline faults.

(Optional) Have students identify the five W's of journalism (who, what, when, where, why).

(Optional) Have students write a newspaper lead using the 5 W's.

(Optional) Have students write an editorial on a controversial topic.

(Optional) Given the purpose of magazines of various types, have students identify several publications as to their purpose.

(Optional) Given a basic set of criteria for evaluation, have students demonstrate comprehension by writing a critique of a magazine.

(Optional) Have students examine the use of appeal to human desires and needs in advertising.

(Optional) Have students invent a new product and develop an effective advertising campaign for it in both newspapers and magazines.

Resources

1. Language of Man 3 (McDougal, Littell, 1971), p. 101 ff.
2. Contemporary English 9 (Silver Burdett, 1973), p. 116 ff.
3. How to Read Your Newspaper (Harcourt, 1970)
4. Voice I (Ginn, 1969), Lesson 22
5. Modern English in Action 9 (Heath, 1968), Chs. 6 and 16
6. Dynamics of Language 3 (Heath, 1971), Ch. 1

Evaluation of Terminal Objective

1. Individual projects evaluated on basis of critical technique employed.
2. Compositions evaluated on the basis of specified criteria.
3. Teacher-made objective tests.

Strand: Mass Communications

Sub-strand: Audio Media

TERMINAL OBJECTIVE NO. 38

After introduction and intensive instruction, students will demonstrate 50% correct performance in identifying and evaluating the social importance and impact of audio media.

Enabling Objectives/Activities

(Recommended) Have students identify the different types of radio programs.

(Recommended) Have students develop criteria for evaluating different types of radio programs.

(Recommended) Have students listen to a specific type of program and evaluate it, using class-developed criteria.

(Optional) Have students refer to a local radio broadcast schedule and determine the different type of programming.

(Optional) Have students write an original radio script illustrating a previously specified program type.

(Optional) Have students recognize song lyrics as a form o mass communication.

(Optional) Have students study lyrics of several songs and identify the main idea and modd of each song.

(Optional) Given a specific theme, have students compile a list of songs that best reflect this theme.

(Optional) Have students determine how the vocalist and the means of production affect listeners' responses.

(Optional) Have students write original song lyrics to convey a specific theme.

(Optional) Have students list and describe various sound systems, devices, or pieces of equipment commonly associated with audio media, tell what particular effects these systems and/or devices contribute to audio communication, and demonstrate the use of any of these systems or devices that may be available.

(Optional) Have students write a composition explaining the function and importance of a public address system in a school.

(Optional) Have students dramatize a communication largely dependent on sound (voice, music, Morse code, etc.), first with sound and then without sound to show the importance of audio communication.

(Optional) After studying the role of sound in communication, have students research the problems of communication for deaf people and report on techniques and devices modern technology employs to overcome the communications handicap of deafness.

(Optional) Have students research and report on the physiological dangers of extremely loud music.

Resources

1. Teacher-made resources
2. Modern English in Action 9 (Heath, 1968), Ch. 17
3. Language in Your Life 2 (Harper Row, 1968), Lesson 62, 63, 64, 65, 66
4. Speak Up! (Macmillan, 1964), Ch. 10
5. Modern Speech (Holt, Rinehart, and Winston, 1966), Ch. 22
6. Communicate! (McDougal, Littell, 1972), Ch. 2
7. Dynamics of Language 3 (Heath, 1971), Ch. 1
8. Language of Man (McDougal, Littell, 1971), p. 101 ff.
9. Local Networks

Evaluation of Terminal Objective

1. Individual projects
2. Objective tests
3. Compositions evaluated on the basis of specified criteria.

Strand: Mass Communications

Sub-strand: Visual Media

TERMINAL OBJECTIVE NO. 39

After review and instruction, students will demonstrate 65% correct performance in recognizing differences in types of visual media and in explaining the importance of each type in total communication.

Enabling Objectives/Activities

(Recommended) Have students list and describe the different types of visual media.

(Recommended) Have students recognize the different types of television programming and the purpose of each.

(Recommended) Have students discuss the effect of television on some current problems.

(Recommended) Have students watch parts of a movie in class to evaluate and observe closely the elements of cinematography.

(Optional) Have students demonstrate understanding of program types by writing a report of at least one program from each category.

(Optional) Have students demonstrate comprehension of script writing by composing an original television script.

(Optional) Have student recognize the different types of movies and the purpose of each.

(Optional) Have students develop appropriate criteria for evaluating the different types of movies.

(Optional) Have students select a current movie to see and use as the basis of learning to write an effective movie critique.

(Optional) Give a list of ten previously studied short stories, and have students discuss the different techniques which might be employed in a screen adaptation of each story.

Resources

1. Speak Up! (Macmillan, 1968), Ch. 10
2. Modern English in Action 9 (Heath, 1968), Ch. 17
3. Language in Your Life 2 (Harper Row, 1968), Lessens 62-66
4. Communicate! (McDougal, Littell, 1972), Ch. 2
5. Modern Speech (Revised) (Harcourt, 1966), Ch. 22
6. Language of Men (McDougal, Littell, 1971), p. 101 ff.
7. Local network programs

Evaluation of Terminal Objective

1. Individualized projects
2. Objective tests
3. Compositions evaluated on the basis of specified criteria

LOG SHEET For TERMINAL OBJECTIVES PERFORMANCES

Directions: After eachT/O number, record for each class (1) the number of periods of instruction involved in some way with the temrinal objective in the column labelled "Instru. time," and (2) the date on which a final evaluation of all students was completed in the column labelled "Date eval." Note: For any objectives for which students demonstrated prior proficiency and which consequently required no further instruction enter "NA" (non applicable) in the first column. For objectives that should have been covered but were not for lack of time or other reasons, enter minus (-) signs in both columns.

	1st Class		2nd Class		3rd Class		4th Class		5th Class	
T/O No.	Instr. time	Date eval.	Instr. time	Date eval.	Instr. time	Date eval.	Instr. time	Date eval.	Instr. time	Date eval.
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
23										
24										
25										
26										
27										
28										
29										
30										
31										
32										
33										
34										
35										
36										
37										
38										
39										

INTERPRETATIVE DATA

for

NINTH GRADE LANGUAGE ARTS SKILLS OBJECTIVES

produced by

Language Arts Department

Escambia County School Board

Pensacola, Florida

J. E. Hall, Superintendent

PREFACE

This instrument is a companion document for the NINTH GRADE LANGUAGE ARTS SKILLS OBJECTIVES and is designed to provide the teacher with various information and insights surrounding the development of the objectives, explanations and definitions for interpreting the objectives, suggestions and recommendations for making use of the objectives, suggestions for inservice activities to help teachers become better equipped to teach from these objectives, evaluation suggestions, and plans for development of additional objectives of other types.

It is recommended that each high school English chairman and each ninth grade chairman keep on hand at all times two or three copies of this instrument to be used for the orientation of new ninth grade teachers.

For valuable contributions to this instrument and for editing of this document as well as the skills objectives, gratitude is hereby expressed to Mrs. Rosemary Bonifay and Mrs. Cicely Reynolds, Language Arts Specialists. For enduring the many changes and for all the typing that went into the productions of both documents, appreciation is likewise expressed to Mrs. Jean Graham, secretary of the Language Arts Center.

Ray Strebeck
Language Arts Supervisor

TABLE OF CONTENTS

Preface - ii

Three Types of Objectives - - - - - - - - - - - - - - - - - 1

Description of Escambia County Ninth Grade Students - - 3

Curriculum Needs of Ninth Grade Students - - - - - - - - 5

Curriculum Design and Skills Objectives - - - - - - - - - 6

Glossary of Terms for Skills Objectives - - - - - - - - - 7

Evaluation of Terminal Objectives - - - - - - - - - - - - 10

Skills Objectives Evaluation Tabulation Sheet - - - - - - 12

Notes on Specific Terminal Objectives - - - - - - - - - - 13

Inservice Education - 15

THREE TYPES OF OBJECTIVES

Through an involved exploration of student needs and through research and experimentation in the writing of instructional objectives, three classes or types of objectives appear useful for designing comprehensive and well balanced ninth grade language arts instructional programs. These types are identified and defined as follows:

SKILLS: Objectives which attempt to delineate the principal cognitive and psychomotor behaviors usually expected to result from instruction in the communication skills of (a) nonverbal language, (b) listening, (c) speaking, (d) reading and literature, (e) composition or written communication, (f) verbal language (including grammars), and (g) mass media.

ATTITUDE: Objectives which are intended to help the student (a) in the identification and differentiation of aesthetic sensibilities and value judgments of others e.g., the beauty in a particular poem, and why it is a different kind of beauty than beauty in another context, and why some people respond to this particular kind of beauty) and (b) in the formation of independent value judgments by the student (e.g., sorting out, weighing, and stating personal reasons for preferring one type of literature to another).

PROBLEM-SOLVING: Objectives which attempt to stimulate independent, individual performances of students in the creative, proficient use of language skills and value judgments in solving a problem or producing a product that is credible in terms of the competencies of the student. Conditions for such objectives will be largely assumptive. Goal statements will mainly consist of a principle or a problem reflecting a range of possible perspectives. The nature of this class of objectives will usually require highly subjective but expert evaluations.

At the present time, only skills objectives have been developed. These objectives, of course, are fundamental for all ninth grade language arts instruction and necessarily must come first. At a later time, however, attitude objectives and problem-solving objectives will be developed, correlated with skills objectives, and appropriately meshed into a comprehensive network of all three classes of instructional objectives.

These skills objectives have been written with age 14/grade 9 Escambia County students in mind. It is left to the teacher, however, to assure that the actual learning experiences used to achieve the objectives are sufficiently challenging for the abilities of ninth grade students.

Providing a strong influence in the identification and sequencing of the skills objectives was the preliminary work of Dr. William U. West and his associate, Elaine Tivnan, both from the University of South Florida, on their contract with Florida Department of Education, Research and Development Section, to develop a comprehensive catalog of objectives for communications skills from which state assessment objectives will be drawn. This preliminary document (dated January 25, 1973) brings together in one domain chart all of the communications skills. The final document with all required objectives for each of the domain categories is scheduled for completion in December, 1973.

A Tentative Description of Escambia County Ninth Grade Language Arts Students

The psychological and emotional characteristics of students correlate significantly with their instructional needs. In general, Escambia County ninth grade students exhibit the following psychological and emotional traits:

1. Need for security. Instruction should take into account that most ninth graders want to regard the teacher as an authority figure whose judgment is accurate, fair, and firm. Although peer pressure is undeniably strong, the ninth grade student still looks to the teacher for a secure role in the classroom environment. Knowing this, the teacher must create an environment in which the academically insecure student will feel relaxed and can achieve success. In this role, the teacher is expected to know the subject, insist on specific behavior from students, and give clear and frequent directions for student performance. This demand for a well defined security also appears as the most common explanation for most other emotional and psychological traits demonstrated by ninth grade students.

2. Competitiveness. Many ninth grade students respond well to instruction that involves group competition. Only the more aggressive and/or more advanced students seem to respond favorably to individual competition. A few students simply are not motivated to compete--particularly in an instructional situation. Instruction should take into account the fact that competition, whether between individuals or groups, is often a strong source of motivation for both high and low achievers.

3. Human awareness. Ninth grade girls are generally more advanced than ninth grade boys in heterosexual relationships. Both sexes are faced with crucial value judgments as they approach actual experimentation at both the physical and sentimental levels. At a third level, the social, girls are more sophisticated and therefore move with more apparent ease into this level, but boys are usually too uncertain of both their feelings and their values to accept responsibility for the social level. In a wider context, instruction should take into account the fact that human relationships among ninth grade students are at a beginning stage of awareness and at a developing stage of sensitivity. Since this is such a vital part of the studnet's psychological makeup, instruction can and should be appropriately directed toward increasing the student's awareness of himself and others as individuals and as members of a society.

4. Impulsiveness. Lack of patience with most situations, the demand for quick returns from efforts, and the general inability to find great value in involved, long range activities greatly characterize most ninth grade students. Instruction that accounts adequately for this characteristic probably will be very productive.

5. Directability. Because of their need for security, most ninth grade students are not self-directed. For this reason, they perform better in highly structured learning situations in which principles and procedures of direction are clearly evident and are frequently reinforced. This fact also points up a need for instruction that will enable the student to become more self-directing.

6. Personal values. Among the values typically embraced by most ninth grade students are the following:

a) absolute judgments (only good or bad, no in-betweens)
b) heroes (athletes, musicians, actors)
c) firm justice for others, mercy for sevles
d) schemes "to beat the system"
e) inconsistency and self-contradiction
f) fads (clothing, hairstyles, slang, fun activities)
g) dependence on adults (parents and teachers in particular)
h) home and family (usually quite strong)
i) honesty (the "tell-it-like-it-is" variety to the degree that "e" above permits)

These psychological and emotional traits are found in most ninth grade students throughout Escambia County. In order to plan instruction adequate to meet needs of students, no school in the county may exempt from consideration any of these characteristics.

Curriculum Needs of Ninth Grade Students

Based on a thorough examination of what many ninth grade language arts textbooks consider appropriate instruction for ninth grade students, of what such authorities as Walter Loban, Margaret Ryan, and James R. Squire consider essential for a ninth grade language arts curriculu, of what learning experiences are available to Escambia County middle school students, and of what experienced Escambia County ninth grade English teachers recognize as appropriate instruction, the following areas of instruction appear to be needed for most Escambia County ninth grade students:

1. Language
   a) Grammar*
   b) Spelling*
   c) Usage*
   d) Vocabulary*
   e) Varieties of communication

2. Literature
   a) Reading*
   b) Drama
   c) Short Stories*
   d) Poetry*
   e) Novels
   f) Literary criticism

3. Composition
   a) Basic skills*
   b) Expository*
   c) Narrative
   d) Descriptive*
   e) Creative*
   f) Mechanics*
   g) Research techniques

4. Oral-Auditory Skills
   a) Listening techniques*
   b) Group discussion techniques*
   c) Articulation*
   d) Non-verbal language

5. Additional strategies
   a) Small group activities*
   b) Programmed units

*Items that seem most needed

Research techniques employed to locate curriculum needs listed above failed to reveal any significant differences among various categories of students in Escambia County schools. The categories examined were: slow achievers, average and advanced students, black students, white students, male students, female students. In practically every instance of examination, all categories revealed similar curriculum needs.

CURRICULUM DESIGN and the SKILLS OBJECTIVES

The 39 skills objectives that have been formulated for ninth grade language arts instruction do not consitute within themselves any particular design. Their function is to identify all or most of the language arts skills in which the "ideal average" ninth grade student may reasonably be expected to achieve proficiency (in terms of the percentage levels specified) before he leaves the ninth grade. Each individual school is therefore left to design its own ninth grade curriculum in which these 39 skills objectives are to be incorporated.

Several schools are experimenting with ninth grade semester courses and the switching of teachers for the different semesters. In such cases more coordination among teachers is an absolute essential, but there is no reason to believe semester courses create unreasonable handicaps for utilizing the skills objectives.

For several reasons, chief of which is the need for security of ninth grade students, a year-long program with the same teacher or team of teachers appears the most advisable structure for ninth grade language arts courses. The findings of our own research within the district as well as professional research articles and reports of experiences from schools outside our district all point in this direction. Another strong argument for year-long courses is the heavy emphasis given to skills proficiency in the ninth grade: sequencing of learning experiences--to whatever degree this may be important for attaining proficiency--is best facilitated in a year-long program. The concept of sequence suffers considerably especially with a change of teachers, since no two teachers approach sequencing of learning activities in quite the same way.

A host of materials, both state adopted and non adopted, is available within the district for use with ninth grade instruction. One of the obvious consequences of this fact is that seldom will any two schools utilize the same instructional materials to facilitate their individual programs. The varieyt of these materials probably means that not even material will be listed as a resource for specific objectives, but this deficit can be overcome by having ninth grade teachers who have such materials to add these references to the "Resources" list for affected objectives. Caution: Serious effort should be made to avoid listing materials known to be used in middle schools in the district. A check should be made with middle school chairmen or the language arts supervisor if there is doubt about the use of a particular material in middle schools.

GLOSSARY of Terms for SKILLS OBJECTIVES

DOMAIN CHART - a combination of a standard outline and the cardinal numbering of terminal objectives in an effort to provide a "sense of sequence" reflecting the relative importance of and general pattern of learning progress for each terminal objective--all of which has been brought together in a single system capable of rapid interpretation. Most English teachers will agree that listening and speaking skills normally precede reading and writing skills for most learners. On the other hand, no significance as to sequence can be attached to a few objectives because they represent skills that are not usually found discrete from other skills, i.e., organizational skills in writing are very much the same organizational skills of formal speaking.

TERMINAL OBJECTIVE - a broad, general goal statement with performance expectations stated in percentages but without specified criteria for measurement. A reasonable and valid measurement that sufficiently challenges the abilies of ninth grade students is the responsibility of the teacher to devise and administer. The word terminal has two meanings as used in this context: (a) identification of the largest reasonable area for evaluating a category or group of collective learning experiences; (b) indication of the expectation that students should achieve the objective before the end of their ninth year.

AFTER REVIEW AND PRACTICE; AFTER INTRODUCTION AND ADDITIONAL INSTRUCTION; AFTER INSTRUCTION AND PRACTICAL APPLICATION; etc. - a phrase setting conditions for teaching/learning experiences that introduces every terminal objective. This phrase was deliberately repeated in each objective to emphasize the teacher's responsibility to provide adequate readiness experiences, a series of learning tasks, adequate resource materials, and ample time for learning to occur in order for students to achieve the various objectives at the desired levels of performance.

PERCENT CORRECT PERFORMANCE - a guide for performance that emphasizes the quantitative level of achievement of the skill, i.e., how much of the skill a student should achieve as opposed to how many students in the class should achieve the skill. The percentage level of performance has in mind the "ideal average" student except for Terminal Objectives 18, 34, and 35--these three are designed for advanced or above-average students. Another way of interpreting percent correct performance is possible in cases of homogeneous grouping: the top half of an "Average" class of students should achieve at or above the performance level specified.

Example 1. Given a class of 30 students grouped heterogeneously so that the abilities of students fall on a normal curve, approximately 20 students (68%) should achieve within a few points above or below the specified percent correct performance. Approximately 5 students (16%) should achieve several points above the specified percent correct performance, and the remaining 5 students (16%) probably will achieve several points below the specified level. For an objective specifying "50% correct performance," the

actual achievement levels of 30 students in a heterogenously grouped class might therefore appear as follows:

No. of students	% Ach'mt	
1	25	
3	34	16% of class
1	41	
8	45	
6	48	68% of class
2	50	
1	55	
2	60	
2	72	16% of class
1	78	

Example 2. Given a class of 30 homogeneously grouped "Average" students, all of the students should achieve within a few points above or below the specified percent correct performance. For an objective specifying "50% correct performance," the actual achievement levels of 30 homogeneously grouped "Average" students might therefore appear as follows:

No. of students	% Ach'mt
5	44
6	46
11	49
4	53
3	54
2	57

Caution: Serious effort should be made to have students achieve at the indicated level of performance--but not at the sacrifice of reducing either learning tasks or measurements to levels significantly below what is appropriate for ninth grade. Should the specified level prove either too difficult or too easy for "ideal average" students, the teacher should properly note the facts and keep this information available for later revision of the particular objective involved.

ENABLING OBJECTIVES/ACTIVITIES - not true performance (behavioral) objectives in many cases, but rather these are suggested activities the teacher may find useful in helping students achieve the terminal objective under which they are listed. Among the purposes for listing "enabling objectives/activities" are the following: (a) to break into smaller tasks the large task of the terminal objective, (b) to indicate concretely a few representative learning activities by which students can achieve the terminal objective, (c) to suggest a variety of activities to cover all points of the terminal objective and to give students several opportunities to achieve the terminal objective, and (d) to afford several levels of difficulty to meet individual needs of students.

EO/A's have not been numbered in order to avoid the interpretations of a required sequence to be followed or of a specific number of tasks to be covered. The target on which to focus is always the terminal objective. The teacher is expected to set learning tasks therefore which will

help students achieve terminal objectives. If the EO/A's can be helpful, the teacher has these available; if the EO/A's are not practical, however, the teacher should disregard them and develop his/her own learning activities to help students achieve the terminal objective.

RESOURCES - a listing of both state adopted and non adopted textual materials with appropriate sections, units, chapters, or page references on specific information and/or exercises related to the learning goal or the terminal objective. Several of these materials should be available in each school. In some cases, teachers will find it advantageous to obtain classroom sets of some materials and from 5 to 10 copies of others. For several terminal objectives, it should be noted that the professional training of the teacher is considered a primary resource.

Evaluation of Terminal Objectives

One of the major advantages of teaching in terms of specific objectives is that objectives are convenient vehicles for measuring learning progress and for identifying and assessing specific needs of students. The final heading for each of the terminal objectives offers suggestions the teacher may find helpful in making evaluations. It is extremely important that each terminal objective be evaluated separately and that some system of filing be maintained of such evaluations.

In order that the evaluating process not become a burden, however, the following suggestions may prove helpful:

1. Let each ninth grade English teacher diagnose the needs of each ninth grade class for the purpose of determining in which of the 39 terminal objectives students demonstrate severest deficiencies. This can be accomplished (1) by having all ninth grade English teachers agree on which objectives more particularly fall in each of the two semesters of the school's ninth grade curriculum and (2) by all having ninth grade teachers develop a common diagnostic test incorporating the objectives to be covered in each separate semester. At the beginning of each semester, then, the test may be administered to diagnose needs of students relative to the objectives to be covered in each respective semester.

2. After needs have been diagnosed (by the formal procedure suggested above or informally by teacher observation or otherwise), let each teacher select a total of 10 objectives per class (presumably those representing severest deficiencies of students) on which to focus careful instructional attention and to maintain careful evaluations--preferably by means of a separate folder of data on each objective. Instructional coverage and evaluations of these first 10objectives should be accomplished during the first semester, and the process should be repeated with another set of 10 objectives during the second semester. This procedure will assure that students in each class will receive strong emphasis on at least 20 of the 39 objectives in the course of a year. Different classes, however, may be working on different objectives because of different deficiencies discovered through diagnostic procedures.

3. The "unselected" objectives are not to be forgotten by this procedure. They should be included somewhere within the instructional program but because they (presumably) will not have been diagnosed as severe deficiencies, they should not require as strong an emphasis or as formal an evaluation as the "selected" objectives. Too, if students clearly indicate a reasonable proficiency with certain skills, the teacher may wish to omit entirely any instruction based on the objectives covering those skills in which students already indicate proficiency.

4. It is recommended that evaluation folders on each "selected" objective contain the following:

(a) A copy of the measuring instrument(s) along with a statement of the specific criteria for evaluation
(b) A tabulation sheet showing at a glance the results of the measurement for the classes being evaluated
(c) A few representative samples of the compositions, tests, outlines, etc. that were used to measure student performance

5. Evaluation strategies for measuring objectives may more easily be developed by the teacher if the teacher keeps informed on the subject from professional literature. One particularly good reference is Allen Berger and Blanche Hope Smith, eds., Measure for Measure: Classroom Practices in Teaching English 1972-1973 (Urbana, Illinois: NCTE, 1973). This publication contains 44 articles on evaluating instruction in language arts. A copy of this booklet has been provided each high school English chairman. Other references which may be checked out from the County Language Arts Center are listed as follows:

James R. Squire and Roger K. Applebee, "The Evaluation of Learning," High School English Instruction Today (New York: Appleton-Century-Crofts, 1968), pp. 160-175.

Ednah Shephard Thomas, Evaluating Student Themes (Madison, Wisconsin: University of Wisconsin Press, 1966), 39 pp.

Roe M. Martin, Individualizing Instruction Through Analysis of Standardized Tests (Tallahassee: FERDC, 1971), 12 pp.

Robert B. Carruthers, Building Better English Tests (Champaign, Illinois: NCTE, 1963), 32 pp.

Orville Palmer, "Seven Classic Ways of Grading Dishonestly," reprinted from English Journal, October, 1962.

End-of-Year Examinations in English for College-Bound Students Grades 9-12 (Princeton, N.J.: CEEB, 1967), 193 pp.

Kenneth H. Hoover, A Handbook for High School Teachers (Boston: Allyn and Bacon, Inc., 1970), 171 pp.

Teachers are further encouraged not to ignore the many valuable suggestions for evaluating language arts instruction that can be found in the texts they studied in their college methods courses. Especially good are those authored by J. N. Hook and by Walter Loban, but there are also several other very useful ones.

SKILLS OBJECTIVES EVALUATION TABULATION SHEET

School: _____ Teacher: _____ Terminal Objective No: _____

Brief description of evaluation strategy and/or measuring instrument(s): _____

Summary of instructional activities (lessons) provided to cover above terminal objective: _____

Date of Measurement	Class Per.	No. students in class	No. performing below specified level	No. performing in range of specified level	No. performing above specified level

Analysis for future instructional planning: _____

Notes on Specific Terminal Objectives

No. 1. Helpful and interesting information on nonverbal communication can be found in Project Ideals: Communication Skills, Part I, January, 1971, and in Edward T. Hall's The Silent Language - both of which may be borrowed from the Language Arts Department.

No. 2. An example of "the object language of possessions" might be two middle class people: one of whom goes into debt in order to drive a Cadillac while the other with the same amount of money, buys a Volkswagon and opens a savings account.

No. 3. Because senses of humor vary significantly, a teacher should not expect uniform response to an anecdote designed to evoke laughter.

No. 5. Students speaking a nonstandard dialect will probably have great difficulty in distinguishing the sounds to be pronounced.

No. 8. See terminal objective 5.

No. 10. Terminal objectives 10, 15, 29, 30, and 31 focus on the same or similar skills but from different contexts. Proficiency with one of these objectives, however, should lead to proficiency with the others.

Nos. 11, 12. These two objectives should receive as much careful attention as T/O's 9 and 10. T/O's 11 and 12 also share some congruencies with T/O 22. (Language/Ethics).

No. 19. The EO/A's for this terminal objective are all listed as "optional" for two reasons: (a) teachers must determine how many formal grammars to teach and which grammar(s) they will teach; (b) the teaching of grammar(s) may be incorporated in the teaching of composition skills, thus avoiding the necessity to teach grammar(s) as a separate unit of instruction. Comment: The state accreditation standards specify that high school students become familiar with at least two formal systems of grammar. However, if students are afforded this opportunity beyond the ninth grade program, there is no urgency to meet this standard in the ninth grade.

No. 22. Definition: "appropriate license and restraint" - a term that intends to convey the meaning that (1) most situations dictate certain conventions for language behavior such as choice of words, when and when not to speak, how much to say, attitudes acceptable for expression, etc.; (2) an educated person should know the boundaries of the more common of these situations and discipline himself to keep within these boundaries; (3) the term "appropriate" refers not to formal or informal language as such but to the use of language that is proper for the situation in which it is being used.

Comment: The skills covered by this objective are of utmost importance. Teachers should accept seriously the responsibility of obtaining as much learning progress with this objective as is reasonably possible.

No. 23. Perhpas a teacher would feel more confident of his/her ability to teach parallelism if he/she reviews the principles of parallel structure. (Teachers' use of faulty parallelism is particularly obvious in the outlining and listing in curriculum guides and workshop projects.)

No. 37, These objectives are intended to be an introduction to and an overview of media, not an in-depth study.
38,
39.

Reading and Writing: Additional enabling objectives may be obtained for the terminal objectives for reading skills and writing skills from listing of ninth grade state assessment objectives. If these listings are not available within the school, copies can be obtained from the County Language Arts Center.

A Suggested Plan for In-school Inservice

1. Teachers should receive personal copies of Interpretative Data and Skills Objectives. Prior to any formal study sessions, each teacher should become familiar with the contents of both documents.

2. Study session No. 1 - (approximately 2 hours)
   a) Background data on the objectives
   b) Glossary of Terms with particular emphasis on "Percent correct performance"

3. Study session No. 2
   a) Evaluation of Terminal Objectives
   b) Develop sample evaluation instruments for 2 to 5 T/O's

4. Study session No. 3
   a) Review all T/O's to be clear on types and quantity of performances required to fulfil T/O's and to become aware of instructional materials available within the school.
   *b) Review school's ninth grade curriculum to determine when specific T/O's will be taught and content to be used to teach them.

**5. Study session No. 4
   a) Make lesson plans incorporating T/O's.
   b) Review and discuss each other's lesson plans.

6. Study session No. 5
   a) Have each teacher tentatively identify 10 T/O's for each class he/she teaches on which he/she plans to make careful evaluations during the first semester.
   b) Let the English Chairman and/or the Ninth Grade Chairman set up the following definite schedules:
      (1) date for revision of tentatively selected T/O's
      (2) dates for auditing available completed evaluations of selected T/O's of the individual teachers

*Avoid at all costs the discussion of how the school's ninth grade curriculum relates to the skills objectives until after group study of the considerations identified in Study Sessions 1, 2 and 3a. Discussion of this point any earlier than recommended could prove an insurmountable roadblock to making effective use of the objectives.

**This session may be omitted if teachers are already accustomed to common planning strategies that involve the use of written lesson plans.

Note: Resource personnel to assist with in-school inservice on the skills objectives are available. The language arts supervisor and the language arts specialists will be pleased to assist in any way possible. Also, several of the ninth grade teachers listed in the preface to Skills Objectives are willing to serve as resource people for inservice with the skills objectives.